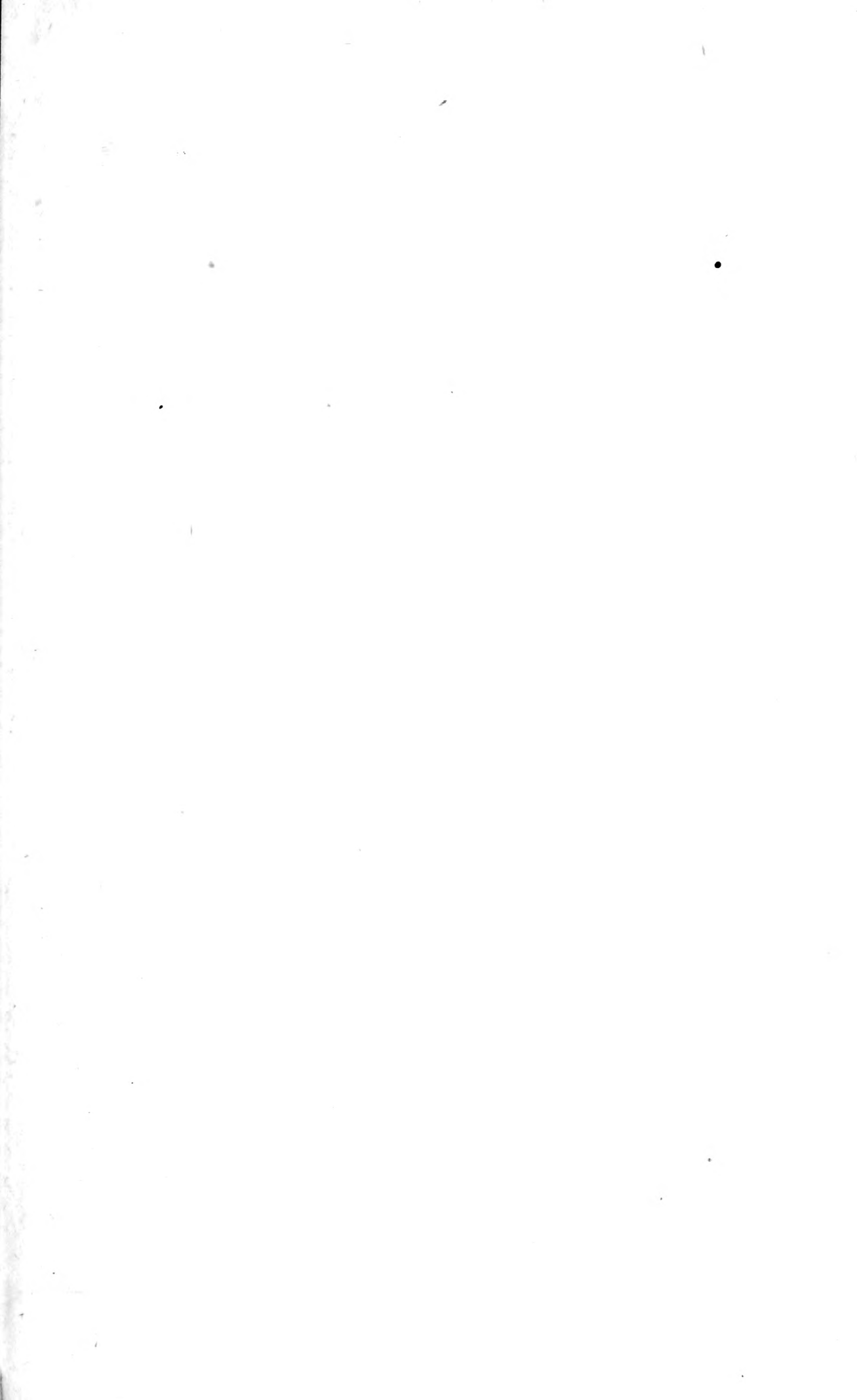




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Thirty-Second Annual Report, E. M. ...

THIRTY-SECOND ANNUAL REPORT

OF THE

Board of Education

OF THE

CITY AND COUNTY OF NEW YORK,

FOR THE

OFFICIAL YEAR ENDING DECEMBER 31, 1873.

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REPORT.

*To the Honorable the State Superintendent of Public Instruction
and the Common Council of the City of New York :*

The tenth subdivision of Sec. 3. of "An Act relative to Common Schools in the City of New York," passed March 31, 1854, requires the Board of Education "to make and transmit, between the fifteenth day of January and the first day of February in each year, to the State Superintendent of Public Instruction and to the Common Council of the City of New York, a report in writing, bearing date on the thirty-first day of December next preceding, stating the whole number of schools within their jurisdiction, specially designating the schools for colored children; the schools or societies from which reports shall have been made to the Board of Education within the time limited for that purpose; the length of time such shall have been kept open; the amount of public money apportioned or appropriated to said school or society; the number taught in each school; the whole amount of money drawn from the City Chamberlain for the purposes of education during the year ending at the date of their report, distinguishing the amount received from the general fund of the State, from all other and what sources; the manner in which such moneys shall have been expended, and such other information as the State Superintendent of Public Instruction may from time to time require in relation to common school education in the City and

3. The Schools of the Two Half-Orphan Asylums.—Act passed, 3d July, 1851 ; Sec. 22, page 37, of Manual Board of Education.
4. The Schools of the Society for the Reformation of Juvenile Delinquents.—Amended Act of July, 1851 ; Sec. 22, page 37, of Manual Board of Education.
5. The Schools of the Leake and Watts Orphan House.—Act passed, 3d July, 1851 ; Sec. 22, page 37, of Manual Board of Education.
6. The School of the Association for the Benefit of Colored Orphans.—Amended Act of July, 1851 ; Sec. 22, page 37, of Manual Board of Education.
7. The Schools of the American Female Guardian Society.—Act passed, 3d July, 1851 ; Sec. 22, page 37, of Manual Board of Education.
8. The School established and maintained by the New York Juvenile Asylum.—Act passed, 30th June, 1851 ; as Amended by Chap. 387, Laws of 1854 ; Sec. 30, page 57, of Manual Board of Education.
9. The House of Reception for Juvenile Delinquents.—Act passed, 30th June, 1851, as Amended by Chap. 387, Laws of 1854, Sec. 30, page 37, of Manual Board of Education.
10. The School established and maintained by the Ladies' Home Missionary Society of the Methodist Episcopal Church.—Chap. 405, Laws of 1855, page 56, of Manual Board of Education.
11. The School established and maintained by the Five Points House of Industry.—Chap. 405, Laws of 1855 ; page 56, of Manual Board of Education.

12. The Industrial Schools, established and maintained under the charge of the Children's Aid Society.—Chap. 258, Laws of 1862 ; page 56 of Manual Board of Education.
13. The School established and maintained under the charge of the Nursery and Child's Hospital.—Chap. 650, Laws of 1866, page 57 of Manual of Board of Education.
14. The School established and maintained by the New York Society for the Relief of the Ruptured and Crippled.—Chap. 835, Sec. 3, of Laws of 1872.

A detailed statement of the average attendance and whole number of the scholars taught in the several schools and societies from which reports have been received, and the apportionment of school moneys for their support, as prescribed by law, are presented in tables accompanying this Report.

III.—The whole amount of money drawn from the City Chamberlain for the purposes of public education under the control of this Board, the several amounts and sources being distinguished as required by law, was.....\$3,608,507 39

Which was obtained from the following sources :

Balance on hand from 1872.....	\$184,580 78
Amount received under appropriations made by the Board of Estimate and Apportionment.....	3,300,000 00
Amount of proceeds from the sale of the "Public School Building Fund Stock," as provided by the Act of the 25th April, 1871.	123,426 61
Amount paid "Nautical School Fund".....	500 00
	<hr/>
	\$3,608,507 39
	<hr/>

Under provision of the 3d, 15th and 16th sections of the School Act, passed July 3, 1851, subsequently amended, the Board is entitled to the following amounts of money :

1. Amount from State derived from the State School Tax of $1\frac{1}{4}$ mills on the taxable value of real and personal property.....	\$507,602 87
2. An equal amount from the City and County.....	507,602 87
3. One-twentieth of one per cent. on the taxable property of the City and County of New York.....	552,049 04
4. Ten dollars per capita on the whole number of children taught dur- ing the year ending 1st October, 1872, as per official reports on file, viz. :	
In the Ward Schools—Grammar and Primary.....	187,004
In the Evening Schools.....	20,969
In the Normal College and Schools.....	2,497
In the Colored Schools, Day and Normal.....	1,849
	<hr/>
Total Pupils.....	212,319
At \$10.00 per capita.....	2,123,190 00
	<hr/>
	\$3,690,444 78
	<hr/>

Upon this sum derived from these sources, the Board predicated its annual estimate of the necessary expenses to carry on the school system, which estimate, amounting to \$3,328,550.00, being \$361,894.78 less than the fund above stated, was submitted, as required by law, to the Board of Supervisors, the Board of Finance Commissioners, and the Board of Apportionment, on the 13th day of November, 1872, and which was subsequently reduced by the Board of Apportionment to \$3,100,000.00, which latter sum was, on the representation of the Board of Education, increased to \$3,300,000, to enable them to repair and put in proper condition the school buildings.

The manner in which this money was expended is set forth in the following statement :

PAYMENTS.

Salaries of Teachers in Ward Schools.....	\$2,064,929 48
Salaries of Janitors in Ward Schools, including cleaning of Buildings.....	107,422 98
Salaries of Teachers and Janitors in Evening Schools.....	97,529 67
Salaries of Teachers and Janitors in Normal College and Schools....	76,431 09
Salaries of Teachers and Janitors in Colored Day and Evening Schools.....	46,516 13
Salaries of employees of the Board of Education, Superintendents, Clerks, Engineer, etc.....	79,562 20
Depository—books, maps, stationery, slates, supplies for the Day and Evening Schools and Normal College.....	181,645 96
Rents of School premises.....	44,847 72
Fuel for all the Schools.....	100,261 58
Gas for all the Schools.....	26,558 65
Apparatus, stationery, printing, current repairs, and other incidentals for Normal College, Evening and Colored Schools.....	7,981 38
Incidental expenses of the Board of Education, printing, advertising, postage, stationery, repairs to Hall, etc.....	24,188 15
Repairs through shop to buildings, furniture, etc.....	\$7,414 02
Less work done on special appropriations for Wards, Depository, etc., wages and material.....	6,207 22
	1,206 80
Pianos and repairs of.....	5,470 75
Incidental expenses, expenditures by the Ward Trustees.....	35,914 20
Corporate Schools, annual apportionment.....	96,285 27
Payments on special appropriations, repairs, furnishing and heating apparatus, etc.....	210,169 34
Total general expenditures.....	<u>\$3,206,921 35</u>

Erecting and furnishing Normal College Building, paid from proceeds of bonds issued by the Comptroller..	\$103,271 22
Erecting and furnishing Ward School buildings, paid from proceeds of bonds issued by the Comptroller ; and cash on hand.....	165,318 43
	<hr/>
Total payments for new buildings and furnishing.....	\$271,589 65
Payments on Nautical School Fund.....	500 00
	<hr/>
Total payments.....	\$3,479,011 00
	<hr/> <hr/>
Receipts for the year.....	\$3,608,507 39
Payments for the year.....	3,479,011 00
	<hr/>
Balance with the Comptroller.....	\$129,496 39
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Statement showing the number of Scholars taught in the Schools under the jurisdiction of the Board of Education, and the average for the last three years.

WHOLE NUMBER TAUGHT.

SCHOOLS.	1871.	1872.	1873.
Grammar Schools and Primary Departments...	148,281	148,816	151,878
Primary Schools.....	39,324	37,382	39,322
Colored Schools.....	2,185	1,792	2,134
Evening Schools.....	21,561	20,969	19,550
Normal College, Model Primary and Saturday Normal School.....	2,343	2,287	2,363
Colored Normal School.....	15	18	14
Total Ward Schools.....	213,709	212,264	215,261
Corporate Schools.....	21,696	21,734	21,192
Total.....	235,405	233,998	236,453

AVERAGE ATTENDANCE.

SCHOOLS.	1871.	1872.	1873.
Grammar Schools and Primary Departments...	67,823	72,063	72,634
Primary Schools.....	16,009	16,344	16,583
Colored Schools.....	774	789	813
Evening Schools.....	9,718	9,347	9,160
Normal College, Model Primary and Saturday Normal School.....	1,527	1,415	1,416
Colored Normal School.....	11	18	9
Total Ward Schools.....	95,862	99,976	100,615
Corporate Schools.....	7,619	7,958	8,780
Total.....	103,481	107,934	109,395

NUMBER AND COST OF TEACHERS EMPLOYED IN THE PUBLIC
SCHOOLS.

The schools are conducted by the following teachers :

- 49 Male Principals in Grammar Schools.
- 150 Male Vice-Principals and Assistants in Grammar Schools.
- 332 Female Assistants in Male Grammar Schools.
- 45 Female Principals in Female Grammar Schools.
- 438 Female Vice-Principals and Assistants in Female Grammar Schools.
- 93 Female Principals in Primary Schools and Departments.
- 1,103 Female Vice-Principals and Assistants in Primary Schools and Departments.
- 6 Male Principals and Male Assistants in Colored Schools.
- 5 Female Assistants in Male Colored Schools.
- 7 Female Principals in Female Colored Schools.
- 25 Female Assistants in Female Colored Schools.
- 15 Male Principals in Male Evening Ward Schools.
- 133 Male Assistants in Male Evening Ward Schools.
- 73 Female Assistants in Male Evening Ward Schools.
- 12 Female Principals in Evening Ward Schools.
- 117 Female Assistants in Female Evening Ward Schools.
- 8 Female Principals and Assistants in Colored Evening Schools.
- 192 Teachers of Special Subjects, Music, Drawing, French and German Languages.
- 12 Male Teachers, consisting of one President, one Vice-President, and ten Professors, in the Normal College and Saturday Normal School.
- 26 Female Teachers, consisting of Lady Superintendent and Female Assistant Teachers, in the Normal College and Saturday Normal School.

- 7 Teachers, consisting of one Female Principal and six Assistants, in the Model Primary School.
- 25 Teachers, consisting of one Male Principal and twenty-three Male Assistants, in the Evening High School.
- 1 Teacher, consisting of one Principal, in the Colored Normal School.

And the cost of these several classes of Teachers, by Annual Salaries, is as follows :

For Male Departments of Grammar Schools...	}	\$2,014,308 55
“ Female “ “ “ ...		
“ Primary “ and Primary “ ...		
“ Special Teachers.....		50,620 93
“ Colored Schools, Male and Female Principals and Assistants.....		41,865 88
“ Colored Schools, Special Teachers.....		1,443 00
“ Male and Female Departments of Evening Ward Schools and Evening High School...		97,529 67
“ Colored Evening Schools.....		2,507 25
“ President and Professors of the Female Normal College and Saturday Normal School, and Principals and Assistants of the Model Training School.....		76,431 09
“ Principal and Assistant in Colored Normal School.....		700 00

The following table will be found interesting, as showing the amount of money which this city annually contributes for the support of public schools in other Counties of the State. ’

STATE SCHOOL TAX.

The table annexed shows the State School Tax levied in each year during the twenty years past on the taxable property of the State, the amount collected from New York City, with the sum appropriated by the State, the amount received from the "State School Fund," and the total amount received from the State for the Common Schools of the County of New York.

YEAR, commencing October 1—State Fiscal Year.	Aggregate State Tax for Schools of the State.	Amount of School Tax paid by the City of New York.	Amount of School Tax apportioned to the County of New York.	Amount received by the County of New York from the "State School Fund."	Total amount received from the State for the Common Schools in the County of New York.
1854.....	\$800 000 00	\$257,616 11	\$95,648 06	\$37,063 62	\$132,711 68
1855.....	800 000 00	271,639 40	95,648 06	50,874 35	146,532 41
1856.....	1,072,362 83	383,805 37	152,345 06	60,544 49	212,889 55
1857.....	1,073,768 97	390,408 96	160,069 75	54,608 90	214,678 65
1858.....	1,052,853 75	398,415 98	153,582 95	53,750 00	207,332 95
1859.....	1,053,873 04	399,677 61	154,331 27	53,659 08	207,990 35
1860.....	1,061,473 15	412,559 00	159,109 91	53,659 08	212,768 99
1861.....	1,081,325 57	428,309 10	184,375 13	60,765 21	245,140 34
1862.....	1,080,802 72	412,318 23	195,651 15	54,965 84	250,616 99
1863.....	1,090,841 11	401,132 71	197,138 06	55,127 48	252,265 54
1864.....	1,125,749 90	432,000 12	205,304 13	55,592 09	260,896 22
1865.....	1,163,159 76	406,946 28	190,425 58	51,854 76	242,280 34
1866.....	1,148,432 22	455,088 27	194,186 65	53,254 93	247,441 58
1867.....	2,080,131 65	891,735 08	348,707 75	46,107 05	394,814 80
1868.....	2,207,611 42	997,758 14	374,637 64	47,579 28	422,216 92
1869.....	2,325,150 96	1,089,889 16	377,879 76	50,167 86	428,047 62
1870.....	2,458,751 48	1,160,354 33	393,312 54	49,985 02	443,247 56
1871.....	2,565,672 37	1,299,156 70	453,130 00	54,472 87	507,602 87
1872.....	2,610,784 31	1,301,567 04	457,364 94	54,196 98	511,561 92
1873.....	2,662,052 98	1,380,122 61	470,527 20	54,196 98	524,734 18
Totals.....	\$30,517,771 19	\$13,300,401 20	\$5,013,375 59	\$1,052,375 87	\$6,065,751 46

From the above exhibit it will be seen that for the last twenty years the City of New York has contributed as its portion of the State school tax the sum of thirteen millions two hundred thousand four hundred and one dollars and twenty cents (\$13,200,401.20), and received as its quota of said money only five millions thirteen thousand three hundred and seventy-five dollars and fifty-nine cents (\$5,013,375.59), thus showing that it has given eight millions one hundred and eighty-seven thousand and twenty-five dollars and sixty-one cents (\$8,187,025.61) to aid in promoting free education in other parts of this State.

FINANCIAL.

The financial affairs of the Board have been carried on during the year without interruption or embarrassment from any source. The Board of Estimate and Apportionment promptly acted upon the revised estimate, submitted to them at their request on the 4th of June, of the amounts required to pay the expenses of conducting the Public Schools, by adding two hundred thousand dollars (\$200,000) to their former apportionment, to be applied mainly to the repair of buildings, furniture, and apparatus for heating the buildings. This proved of great benefit to the material interests of the city, and to the children, by providing renovated, cleanly, well-supplied and comfortable school-houses, made so by the timely application of the funds so opportunely furnished. Without this additional sum, the premises and furniture of many of the schools must have remained in a dilapidated condition—unattractive, uncomfortable, and consequently, to some extent, unattended by those for whose especial benefit they were

established. By reference to the report of the Finance Committee, which is in full upon the minutes of the Board of the 4th of June, the entire estimate for the year, and the reasons for applying for the sum named therein, \$3,356,947, will be fully comprehended. Of this sum the Board had placed to its credit by appropriation \$3,300,000, all of which it has nearly disposed of in carrying out the obligations incurred, and in the necessary renovation of the school properties.

The entire expenditure for the year for the purposes controlled by the Board, including the sum of \$481,758 expended on the new buildings and furnishing, is reported at \$3,382,725.73; adding to this \$96,285.27, provided for the Corporate Schools from the School Fund, and paid to them, the entire disbursement is represented as \$3,479,011, a larger amount than was expended in 1872. The difference is, however, more than accounted for by the increased expenditure required for repairs, for carrying out the provisions of the By-laws, for compensating teachers and janitors, and for the establishment of school accommodations where most needed.

The demand for more school accommodations from the upper portions of the city, and in one, at least, of the lower Wards, is more frequent than ever before, and the necessity of such demand is evident from the increase of population in the Twelfth, Nineteenth and Twenty-second Wards, and especially in the Twelfth and Nineteenth. To meet this will require at least an equal expenditure for buildings during the coming year, which the Board has anticipated in its estimates for 1874, deeming that, in whatever direction curtailment of the expenditures may be called for, it cannot be made by limiting the school ac-

commodations demanded by the annual increase of the city population. Economy in the use of the funds entrusted to the disposal of this Board will certainly be exercised, as wisely as possible, in the endeavor to provide, with proper liberality, all that is required for the intelligent maintenance of the public school system, without extravagance in any of the branches of expenditure.

The tables, which form part of this report, present in detail the character of, and amount expended for, each branch of service and supplies, and give the value of the real estate in use, the date of the erection of the several buildings, and the sums raised by taxation of our citizens, for the school purposes of both the State and City.

SCHOOL BUILDINGS.

During the year the new buildings for Grammar School No. 22 and Primary School No. 1 have been completed, and are now occupied by those schools.

The Normal College Building has been occupied since September last ; the building itself being ready for occupancy, but in consequence of the avenues and streets not being graded and paved, the surroundings are yet in an unfinished state.

The building for the Model or Training School is not yet finished, and will not be ready for the reception of pupils until about the first of May, 1874.

Applications have been received from several Boards of Trustees for new school buildings in their Wards, but no buildings have been commenced during the year.

The school buildings generally had not, for some time past, been in a satisfactory condition, all of them needing more or less, and some of them very extensive repairs.

During the summer vacation all the buildings in the city, used for public school purposes, were thoroughly cleaned, whitewashed where necessary, nearly all the roofs repaired and painted, several of the buildings entirely repainted, and others repaired and painted, so as to make them in every way comfortable—each receiving some attention in addition to the usual routine of vacation work. It is believed that no greater improvement in the general condition of the school buildings in this city has ever before been accomplished in so short a time.

The whole expense incurred for this purpose, including repairs to heating apparatus and furniture, was about \$200,000.

WARMING AND VENTILATION.

The school buildings, with but few exceptions, have been well warmed during the season requiring fires, and there has been a marked saving in the fuel consumed.

Very extensive repairs and alterations to the heating apparatus have been made in many of the school buildings, and in some, new apparatus put in, the amount expended for such purposes being over \$30,000. These improvements were much needed, and have contributed greatly to the comfort of the pupils and teachers.

The ventilation of the buildings erected many years ago is undoubtedly more defective than of those of recent construction,

the modern structures being in all cases provided with air flues in the walls leading to ventilators on the roofs.

Although much has been said on this subject, it is claimed that the new buildings, if not in all respects perfect, are at least a great improvement, in this particular, on those of former years.

Considerable attention has been given to this matter, and its importance to health and comfort is fully appreciated. It is to be hoped that some practical system may be adopted by which an improved ventilation of all the schools under the jurisdiction of the Board can be secured.

TEACHERS AND THEIR DUTIES.

The position of a teacher—that is, one who fashions the mind of the coming man or woman, adopting sound principles and correct morals as a guide—is entitled to the most favorable consideration of all who are interested in our system of public education.

The acquirements necessary for this calling are various and numerous, and should go far beyond a mere knowledge of books. Teachers should know the world, so to speak; be able to judge character correctly, and possess the essential qualities to enable them to exercise proper control over the children committed to their care.

The real value of a teacher's service can only be determined after a practical experience in the school-room.

Many doubtless conclude that, having passed through all the studies taught in the most advanced classes of our Public

Schools, or having graduated at some college, normal school, or other similar institution, they are thereby rendered competent to assume the important and laborious duties of teaching. There never was a greater mistake.

There are those who, having passed excellent examinations before the City Superintendent, and received licenses to teach in our Public Schools, have, in the practical duties of the profession, utterly failed.

The Board of Education, recognizing this fact, have, during the past year, adopted means whereby provisional licenses may be granted, in order that an opportunity may be offered to applicants desiring to enter upon the duties of teaching to test their respective capacities to instruct youth properly and effectively, prior to their being employed permanently.

It is expected that this provision will not only prove acceptable to the profession, but to the public in general, who pay liberally for the education of their children, and who have a right to demand skilled labor in return.

TEACHERS' LICENSES.

During the year 1873 the City Superintendent has examined three hundred and ninety-one (391) candidates. Of that number two hundred and fifty-three (253) were licensed, and one hundred and thirty-eight (138) rejected, being over one-third of the whole number examined.

Inasmuch as the character of a school depends in a great measure upon the capacity of its teachers to instruct, govern and

control the scholars successfully, the examining officer is required to be very circumspect in granting licenses to those seeking employment under the Board of Education.

It has been, and doubtless will continue to be, the policy of the Board to cause the removal of all incompetent and inefficient teachers, after repeated failures on their part to bring their respective classes up to the required standard. On the other hand, all those who have given evidence of superior merit, by producing satisfactory results, have been as promptly advanced as circumstances would admit, and encouraged in the good work in which they are engaged by awarding them liberal and increased compensation.

No justification can be offered for the retention of incompetent teachers in the service, for they not only retard the progress of the pupils under their immediate care, but in many instances aid, unintentionally, in undoing the work which others have accomplished.

No school has ever proved a success, as a whole, where the principal was deficient in the art of governing, or lacked a correct knowledge of imparting instruction, hence the necessity of securing for this responsible position the very best talent and attainments.

The Board of Education, under the provisions of a recent act of the Legislature, have been clothed with full discretionary power in this regard, and it has exercised and will continue to exercise the same for the best interests of the pupils under its jurisdiction, and to the greatest advantage of the community at large.

COURSE OF INSTRUCTION.

No change has been made in the course of instruction during the year. Since the members of the present Board entered upon their duties, so many subjects have required their immediate attention that but little time could be given to a consideration of this important matter. It is, however, expected that early in the ensuing year it will be possible to examine minutely, as well as maturely, the course of instruction, not only for the Primary and Grammar Schools, but also for the Normal College, with the view to determine whether what is prescribed therein is in all respects adapted to the objects of our Common School System, both in a practical or utilitarian point of view, and as a means to train the minds of the pupils committed to our charge, so as to impart that strength and independence of judgment, and fullness of intelligence so necessary to enable those of either sex to perform efficiently the duties of active life.

The recommendations made to the Board by the City Superintendent, which have in view the simplification of the requirements of the highest grade in the Grammar School Course, will claim an early and serious attention. Nothing is gained in an educational system by an excessive multiplication of the studies to be pursued simultaneously. A few branches, of a practical character, well taught and thoroughly learned, must, of necessity, prove of far more advantage than a large number, of which the pupils cannot possibly obtain more than a superficial knowledge. Besides, the great danger, in such a case, always is, that teachers, in their anxiety to perform every thing that is laid down, will overtask their pupils, and thus, while

striving to improve their minds, impair seriously, if not incurably, their physical constitutions.

The present course appears to be quite comprehensive and complete, and its gradation in the main, at least, judiciously arranged. The fundamental branches have a proper degree of prominence; and, at the same time, due consideration is given to such as are specially adapted to train the minds of the pupils to accurate observation and careful reflection. The teaching of the mere rudiments of knowledge—reading, spelling, writing, etc.—without any exercises and studies calculated to enlarge the mind and develop its perceptive and reflective faculties, would scarcely deserve the name of education; since, while it might afford the simplest means for acquiring and communicating knowledge, it would leave the mind without the power or the desire to make use of them.

Every grade in the present course contains the materials for stimulating intellectual growth and activity, and developing a taste for the study of natural objects; and the reports of the officers employed to ascertain the character of the instruction imparted by the teachers show an improvement, year by year, in this respect. There is no doubt that much special information and skill are required on the part of the instructors in each grade, in order to render these efforts truly effective; since this is not to be accomplished by the mechanical rote methods once so common, but by a constant appeal to the intelligence as well as to the powers of expression of the pupils. Mere formulæ of knowledge cannot, according to our present system, take the place of knowledge itself. Ideas must be communicated, and the pupil must, at the same time, acquire and learn how to use such words as will most accurately and readily express them.

It is very gratifying to find the teachers, as a body, so earnest and devoted in their efforts to attain the highest standard of excellence in these respects. Feeling deeply the need of constant self-improvement, they are found availing themselves of every opportunity to obtain instruction and professional assistance through the Saturday Normal School and every other means afforded, and thus manifest a spirit of enterprise and zeal which deserves the highest meed of commendation.

MUSICAL INSTRUCTION.

The importance of musical instruction in the common schools of this city has been recognized in the action of the various Boards which have had direction of the system since its organization as a department under legislative sanction and authority. Teachers of professional skill and experience as musicians have been appointed to perform this as a special work, and in this way there has been every year a considerable outlay, amounting in the aggregate to about \$20,000.

It certainly must have been the original intent of the Board in incurring this expense, by the employment of musical experts as special teachers, to cause the pupils of the schools under its care to be instructed in music, not simply to be practiced in singing without any knowledge of the notation necessary to enable them to read for themselves. The reports of the City Superintendent since 1870 seem, however, to indicate that the instruction given is chiefly confined to rote-singing. In 1870 he reported as follows :

“Though much time is given to vocal music in the Grammar

Schools, and at a considerable expense, the results are very meagre. Beyond singing by rote, next to nothing is accomplished. Notwithstanding the array of special music teachers, employed on account of their professional experience and skill, and the costly supply of pianos and singing books, the percentage of pupils who learn to read the simplest music is very small. Although I have already reported this matter to the Board, I again present it to their attention here, and urge upon them the necessity of adopting measures to make this department of instruction more effective. A graded course of musical teaching should be adopted, to be carefully carried out in all the schools, as far as possible, by the regular teachers, and provision made for its thorough direction and supervision by competent musical experts. The Superintendent's Department also needs aid, in order to give this subject the effective general supervision which it requires."

On December 7th, 1870, the City Superintendent again called the attention of the Board to the same subject, and urged upon the members the desirability of grading the study of music "in the same manner as other studies in order to secure the attainment of a proper degree of proficiency in it at each stage of the pupil's advancement through the ordinary course."

Again, on the 29th of October, 1872, the attention of the Board being called to the condition of this department of teaching, the same officer, by request of the committee to whom the consideration of this matter had been referred, reported as follows :

"The number of special teachers of music employed by the Board at present is twenty-three, of whom thirteen are males and ten females. These give instruction in one hundred and

fifty-eight schools, of which thirty-three are primary schools or departments, at a cost to the Board of upwards of \$15,000. In twenty-five schools and departments no special teachers are employed, the musical instruction being given by a regular teacher selected for that purpose, and paid an additional salary of \$75 per annum. This makes the total cost of musical instruction in the Primary and Grammar Schools nearly \$20,000.

“ This instruction is given in all but a very few schools to a whole or part of the school; and is almost entirely confined to practice in *rote singing*. There is scarcely any instruction in musical notation, and but a very small percentage of the pupils learn to read music at all, none other than the simplest pieces. The *singing exercises* have a very beneficial effect, and should not be dispensed with. They are not only salutary in their moral and æsthetic influence, but they form an important part of the discipline of the school.”

“ But music should be taught as an *art*. The children should gradually and progressively acquire a knowledge of it and an expertness in its practice. All of the pupils in our schools who pass through the several grades should learn to read *simple music at sight*. They can do this without any sacrifice of the more important branches of instruction, if a proper system is employed.”

Upon this report a Committee of the Board of Public Instruction recommended the reorganization of the plan of musical instruction in the schools, by the introduction of some new features, prominent among which were the employment to some extent of the regular teachers in this work, under the direction

of the special instructors, the prescribing of a regular course of instruction in music, with a proper gradation, as in other departments of study, and the appointment of a competent officer to supervise the entire work of the schools, and thus to insure entire uniformity and efficiency.

The present Board of Education, since its organization last spring, has not been able to consummate any of the measures proposed for the improvement of this department of instruction, but it is anticipated that during the coming year a thorough investigation will be made in the various plans proposed, as well as those in operation in other places, and that in this way a system may be devised for our schools, which, while it would prove effective in accomplishing the end proposed, will add nothing to the present large expense incurred for the salaries of instructors.

MODERN LANGUAGES.

The study of another modern language in addition to English, in our Common Schools, is deservedly gaining popularity and ground the more the educational and practical advantages therewith connected make themselves felt.

The merely practical side of the question, whether or not we should learn another language beside our own, has indeed never been seriously doubted, inasmuch as the signal and obvious advantages, for very many pursuits of common life, arising therefrom, have been generally conceded; and this the more so, since the foreign born elements of our population, and especially of this great cosmopolitan metropolis, have gradually grown in

number, wealth, industrial and commercial importance, and since our international intercourse with the great nations of the old world has developed into proportions which were not foreseen when the first ground-plan for Common School education in this city was laid down.

Not only from a merely practical point of view has the instruction in another modern language found favor with the friends of our Public School system ; but also as a means of *mental training*, as a powerful auxiliary in the *general* education of the youthful mind, the study of a second language has asserted its importance. It inures to mental exertion, produces distinctness and accuracy in thinking, enriches the memory and refines the taste in literary matters, by critical analysis of highly finished compositions. It also tends to illustrate the nature and mechanism of language, and by the constant *comparison* of two idioms, teaches the laws of grammar, both general and particular, much more effectively than could be the case if this instruction were confined to *one* language only, thus excluding the possibility of illustrating and confirming grammatical forms and rules by the evidence of their equivalents in another tongue. It is from these reasons that practical experience, based upon actual observation by professional instructors, teaches—although this has been, and may yet be, doubted by the uninitiated—that, *far from retarding* the progress of the pupil in the study of English grammar, the simultaneous study of another language, on the contrary, *accelerates* his progress, *deepens and widens* his knowledge of grammatical forms and functions, as well as of their proper uses, and educates him far better as an English scholar than could otherwise be accomplished.

The knowledge of foreign languages is a never-failing source of information and intellectual enjoyment, and opens new fields of science and literature to those who attain proficiency in one or more of them. Familiarity with foreign literature expands the view, tends to destroy national prejudice by unfolding the principles of morality, politics, or philosophy of other civilized nations, differing from those which we have been accustomed to regard as exclusively correct; it guards us from attributing to human nature generally notions and opinions, feelings and tastes which belong to our country as national peculiarities; it brings us nearer to the truth by the examination, in different lights, of the various realms of human knowledge, and, lastly, saves us from that narrow-minded disdain for other nations which is usually entertained by those whose sphere of thought does not extend beyond the narrow limits of their own experience.

If the truth of the foregoing be conceded, if the usefulness of living languages as the means of an exchange of thought between ourselves and the contemporary foreign world be acknowledged, *much will depend upon the selection of the particular language which we should introduce for study in our Public Schools.*

French and German, as furnishing most of the component elements of the English idiom, and being, at the same time, the languages of the most advanced nations in Europe of foreign speech, have especial claims upon our attention, not only from their value for practical purposes, but also from the technical facilities which both of them afford in a purely educational point of view.

Notwithstanding the many affinities either of the two languages maintains with English—French in regard to etymology, German in etymology and especially in grammar—they are in other respects so far unlike English, and each other, as to furnish abundant matter for comparative illustration, possessing innumerable points of difference on which to fasten useful and miscellaneous philological disquisitions.

This Board, acting upon the recognition of the educational and practical advantages connected with this study, introduced and regulated the instruction in both of these languages in our Common Grammar Schools by proper legislation, as embodied in the By-Laws of 1854. The French language, owing to its prominence in polite literature, and its cosmopolitan character and importance, and the German, in recognition of its vast literary and scientific treasures, were both introduced as *elective* studies in the highest grades of our Grammar Schools. By more recent regulations, in 1870, mainly in consideration of the increasing social and commercial importance of the German element of our population, the latter language was introduced in our Grammar Schools throughout all the grades, as an *ordinary* study, wherever, in the opinion of our local Boards of Trustees, popular demand called for it with sufficient force.

The introduction of German in 1870 as an ordinary branch of public instruction, at first considered as a mere experiment, has since borne out, to a considerable extent, the expectations of its friends and promoters. Commencing upon a very modest scale in 1870, the instruction in German has slowly but steadily gained ground in our Common Schools, and, of course, in pre-

cise proportion to its increasing popularity with the inhabitants of this cosmopolitan city. It appears, from the records of this Department, that in 1873 the German language has been taught as an ordinary branch of instruction in 464 classes, with 19,396 pupils, whereas 50 classes, with 1,609 pupils, were instructed in French.

The City Superintendent, in his annual report to the Board, states that the partial want of success in making the German instruction efficient, is due to the fact that the arrangements contemplated by the Board in 1870 have not been fully carried out. The old system of employing special teachers has been continued in some of the Wards, the course of instruction prescribed has not been complied with in all respects, and in some schools too little time has been given to enable the teacher to produce satisfactory results.

This has been caused, without doubt, by the want of adequate supervision ; and, it is to be hoped, will be rectified by suitable measures during the ensuing year.

COLORED SCHOOLS.

There are six schools for colored children under the direct care of the Board, and managed by a Standing Committee. These schools contain nine departments, of which two are composed of Grammar and Primary classes, three are Grammar Departments for both male and female pupils, and four are Primary Departments or Schools.

The whole number of pupils taught in these schools during the year was 2,134, and the average attendance for the year ending

on the 31st day of December was 813. This shows an increase during the year of 24 in the average attendance, and 342 in the number taught.

These schools appear to have exhibited as good results in instruction and discipline as in previous years. It is greatly to be regretted that the pupils are so irregular in their attendance, as this is a serious obstacle to their improvement. Various means have been employed to bring about a reform in this respect, and some improvement has been made. Circumstances, however, peculiarly affecting these schools and their pupils, render it impossible to remedy this evil entirely. The poverty of so many of the parents, and their consequent need of the services of their children, as well as the long distance the latter have to go in order to attend the schools, so widely scattered as they are, render it impossible that the same regularity should exist in these schools as in the others.

The Colored Normal School, with a small attendance, still continues its Saturday sessions.

Owing to the limited number of places for teachers in our Colored Schools, and the consequent anxiety to keep situations when obtained, new appointments are few; and the encouragement to prepare for teaching in city schools being very limited, the school has had, unavoidably, a restricted growth. The number reported in this school on the 31st day of December was 10, the average attendance of pupils, 8. Besides these pupils, many of the teachers of the Colored Schools are regular attendants at the lectures delivered each Saturday at the Normal College.

EVENING SCHOOLS.

The Evening Schools in operation at the commencement of the year were continued during the usual period of eighteen weeks, closing in February last. The returns made by the Principals show an attendance of pupils during each week of the term that compares favorably with that reported for any previous year; while the reports made by the City Superintendent, of the results of the class examinations, indicate more efficient instruction and discipline, and a better organization in these schools than during the preceding term.

The whole number of pupils enrolled during any part of the term was 12,574 males, and 5,574 females; the average attendance for the term was 5,100 males and 3,154 females. The largest average attendance for any one week, during the term, was 8,043 males, and 3,947 females. These statements include the returns from the Colored Schools, in which the registered number of pupils was 421, and the average attendance 130.

The most unsatisfactory fact connected with these schools appears to be the very great disparity between the average attendance during the term and the number enrolled, as well as that between the average attendance and the maximum attendance. In the male schools, as might have been expected, this disparity is especially large, the average attendance being less than 41 per cent. of the whole number enrolled, and about 64 per cent. of the largest attendance. In the schools for females the attendance seems to be more regular and steady.

It must be obvious, from these facts, that there is an element

wanting in the schools for males. The instruction and management should be so well adapted to the wants and tastes of these pupils that they would be more earnestly desirous of availing themselves of the opportunities of instruction afforded, and thus would attend the schools more regularly. These schools should be made more attractive; the instruction given should be more earnest, with less of routine and mere *school-keeping*; and should be imparted in such a way as to awaken an interest in the minds of the pupils for the acquisition of knowledge, as well as the improvement of character.

There is no doubt that the service in the Evening Schools is more difficult and arduous, and that it needs the exercise of greater tact and ability, as well as a more earnest and devoted spirit than that required in the day schools. The great obstacle to improvement in the Evening Schools is the difficulty in obtaining a sufficient number of teachers possessing these qualifications.

The term for 1873-4 commenced in October last, and the average attendance during the twelve weeks which have elapsed has been 10,105; the maximum average for any single week, 12,176. Much improvement in organization and discipline is reported in these schools during this part of the term.

EVENING HIGH SCHOOL.

This school commenced its sessions for the term of 1873-4,—its eighth annual term,—on the first Monday in October last, the registration of pupils having taken place during the two preceding weeks. It is a striking evidence of the increasing popu-

larity of this school that there were 3,000 applicants for admission. On examination, however, only 1,400 of these were found qualified to pursue the prescribed course of study.

The average attendance, from the opening of the present term to the date of this report, has been 1,209, the largest attendance during any month being 1,312 in October.

The following shows the several departments of study, the average attendance, and the number of instructors in each, during this part of the term :

	AVERAGE ATTENDANCE.	NUMBER OF INSTRUCTORS.
English Literature and Latin.....	48	1
English Grammar and Composition.....	122	1
Reading and Declamation.....	54	1
German.....	202	2
French.....	124	2
Spanish.....	63	1
Architectural and Mechanical Drawing.....	95	1
Free-hand Drawing.....	116	1
Penmanship.....	284	1
Phonography.....	56	1
Algebra, Geometry, and Trigonometry.....	37	1
Arithmetic.....	328	3
Book-keeping.....	357	4
Natural Philosophy, Chemistry, and Astronomy...	31	1
Political Science and American History.....	48	1
Anatomy and Physiology.	29	1

By the report of the Principal, it appears that all the classes are, as far as they have proceeded in the work of the term, fully up to the standard of former years.

The success of this school is chiefly due to the talents and capabilities of those who have performed the duties of class-teachers. Since its organization, the greatest care has been taken to select the very best instructors that could be found for the service; and liberal salaries have been paid to induce teachers of superior skill and distinction in their profession to engage in this work. The attendance of students being entirely voluntary, first class instruction must be given, or the attendance cannot be sustained. At the present time this institute is under as efficient direction and instruction as it has enjoyed since its organization in 1866, and there is no doubt that the results attained will reflect credit upon all concerned.

This school is largely composed of pupils who, having passed through the other Evening Schools, and being desirous of pursuing a grade of study higher than is there afforded, enter the Evening High School to qualify themselves more fully for the performance of the duties of their several pursuits. There are but few branches of business which are not, to some extent, represented in this school; and all are striving with the practical end in view of making their labor more effective by increasing the skill and intelligence with which it is applied. The benefits to the community of such an institution as this must, from this consideration alone, be at once apparent.

THE NORMAL COLLEGE.

The Normal College was transferred, last September, from its temporary quarters at Fourth street and Broadway to the new and beautiful edifice on Sixty-ninth street and Fourth avenue. This edifice, in its accommodations and appliances, is unsurpassed by any other in the country, and in the important matters of heat, light and ventilation, is very satisfactory. The College building proper is about 300 feet long, 125 feet wide, facing Fourth avenue; 78 feet wide on the rear, and over 70 feet high. It contains thirty recitation-rooms, three large lecture-rooms, a calisthenium, a library, six retiring-rooms for instructors, president's offices, and a main hall capable of seating sixteen hundred students. Each recitation-room contains seats for forty-eight, and each lecture-room for one hundred and forty-four persons. The entire cost of the building was \$350,000. The furniture and other appliances cost a little over \$40,000.

The edifice was formally dedicated to its purposes on the 29th of October, with appropriate exercises, in which His Honor Wm. F. Havemeyer, Mayor of the City, and many other prominent citizens and friends of public education took an active part.

The Model or Training School on Lexington avenue, in the rear of the College building, is now in course of completion, and will be finished, it is hoped, about the first of May next.

The children of this growing locality are greatly in need of school accommodation, and the Model School, although a necessary part of the Normal College, and under the direct government of the Board of Education, while affording the more advanced students of the College the opportunity for practice in the art of

instruction and school government, will supply a want which has been felt for some time in this portion of the Nineteenth Ward.

There is no reason to doubt that children taught by pupil teachers, under critical care and supervision, and under a judicious system, will make as rapid and satisfactory progress as those instructed in the usual way. In a model school of this kind the very best methods of instruction and the most approved apparatus should be employed.

This School will accommodate about nine hundred children, and will save the city the expense of building a Ward School in the neighborhood where it is located.

Since the establishment of the Normal College it has graduated about four hundred students; next year it is expected that it will be able to graduate nearly two hundred. This number will be almost, if not quite, sufficient to supply the vacancies occurring during the year in the public schools. It is believed that the scholarship and efficiency of the graduates will improve from year to year, and that, as the various agencies employed in this institution are matured and its organization is perfected, it will fully realize the expectations of its founders, and afford ample testimony of the advantage of Normal School training.

In order to graduate two hundred teachers each year, to supply the department with a sufficiency of competent candidates for the number of vacancies usually occurring during that time, five hundred students should be admitted annually, since sickness, poverty, death, change of residence and other circumstances cause one-half of all who are admitted to withdraw before the expiration

of the three years required by law to complete the course. Indeed, many, as it appears, undergo the required examination simply for the honor of passing it, but with no intention of entering the institution. Some retire from a want of mental energy or endurance, and, it is presumed, seek other occupations for which they are better adapted than for teaching. Those students, however, who leave in the second or third year must have obtained considerable benefit, for which the institution should receive a proper degree of credit. In order to secure at least five hundred annual admissions into the College, with the present standard of qualification, the necessity will, perhaps, manifest itself in the future, to make some change in the conditions of admission to the institution.

As the purpose of the Normal College is to prepare teachers for the public schools, its success must be measured by the number and excellence of its graduates, and by their subsequent efficiency as practical instructors.

STATISTICS OF THE NORMAL COLLEGE.

Number of students on register, January 1, 1873.....	971
“ “ since admitted.....	497
“ “ “ discharged.....	467
“ “ remaining on register, January 1, 1874, 1,001	
“ “ who graduated June, 1873.....	83
Average attendance from January 1, 1873, to January 1, 1874.....	816
Number of sessions held during the year.....	397
“ students in the 6th (or highest) grade.....	89
“ “ “ 5th grade.....	123
“ “ “ 4th “	43

Number of students in the 3d	“	.....	168		
“	“	“ 2d	“	.....	105
“	“	“ 1st	“	.....	473
Number of colored students.....					9
“	taught in the Model Primary School.....				412
“	on register, January 1, 1874.....				299
Average attendance in Model Primary School.....					256

COLLEGE OF THE CITY OF NEW YORK.

This institution, although separate and distinct in its organization and management from the schools under the jurisdiction of the Board of Education, is a part of the system of public instruction established in the City of New York, the members of the Board and the President of the College being, *ex-officio*, its Trustees.

It has now been in successful operation, as the Free Academy and College of the City of New York, for twenty-five years, and has produced results equal to the most sanguine expectations of its founders.

It has sent forth, annually, great numbers of young men, with various degrees of advanced instruction and intellectual progress, throughout all classes of society, contributing, by its high standard of popular education, to the general mental culture of the community.

During the year past a careful inquiry into the details of the practical working of the College has been made, and a revision of the By-Laws adopted, embracing such changes as were deemed advisable to promote efficiency and advance the interests of the institution.

The Library, consisting of over 21,000 volumes, has been placed under the charge of one of the Professors as Librarian, assisted by a Deputy Librarian of practical experience and ability, who also discharges the duties of Registrar.

Increased accommodations for the books have been made, by the addition of another room and part of the adjoining hall, affording easy access to such volumes as have heretofore been almost excluded from sight and use, and allowing space for further contributions.

A thorough classification of all the books has been commenced, and a new catalogue begun, and provision has been made for keeping the Library open to instructors and students during the day and evening.

The number of students attending the College during the last collegiate year was 925, divided among the classes as follows :

Introductory Class	{	Collegiate	{	Ancient Course...	169	280
		Division ...	{	Modern Course...	111	
	{	Commercial	{	French.....	85	312
		Division...	{	German.....	227	
Freshman Class..	{	Ancient Course			87	154
		Modern Course.....			67	
Sophomore " ..	{	Ancient Course.....			55	93
		Modern Course.....			38	
Junior " ..	{	Ancient Course			21	47
		Modern Course.....			26	
Senior " ..	{	Ancient Course.....			23	39
		Modern Course.....			16	

The whole course being five years, and each year having two terms.

An examination is made, in the form of a general review, lasting three weeks, at the end of the first term, and one for promotion, at the end of the second term.

The full courses are open to the students who may select between a course with ancient and one with modern languages, the former comprising Latin, Greek, and a modern language, at the option of the student, the latter French, German and Spanish, or Latin instead of either German or Spanish. For the remainder, the course is the same for all, and so divided that about one-half of the recitations are in the Scientific and one-half in the Literary and Philosophical Departments, as shown by the following statement of the course of studies :

COURSE OF INSTRUCTION.

INTRODUCTORY CLASS.

FIRST YEAR—FIRST TERM.

	Lessons per week.
English Language..... <i>Prosody and General Grammar,</i>	3
French..... <i>Vannier and Robertson,</i>	5
or	
Latin..... <i>Harkness' Grammar, Spencer's Cæsar,</i>	5
Algebra..... <i>Docharty,</i>	
Elements of Physics (Lectures)..... <i>Doremus,</i>	2
Anatomy and Physiology..... <i>Draper,</i>	2
Free-hand Linear Drawing..... <i>Kærner,</i>	3

FIRST YEAR—SECOND TERM.

English Language..... <i>as before, and Grammatical Analysis,</i>	3
French..... <i>Robertson, Roemer's Polyglot, and Elementary Reader,</i>	5
or	
Latin..... <i>Harkness' Grammar and Spencer's Cæsar,</i>	3
Algebra..... <i>Docharty,</i>	

Geometry.....	<i>Docharty,</i>	2
Elements of Physics (Lectures).....	<i>Doremus,</i>	2
Anatomy and Physiology.....	<i>Draper,</i>	2
Free-hand Linear Drawing.....	<i>Kærner,</i>	3
Oratory and Composition.		

FRESHMAN CLASS.

SECOND YEAR—FIRST TERM.

English Etymology and Philology.....	{ <i>Craik's English of Shakspeare,</i> <i>Fowler's Grammar,</i> }	1
{ French.....	<i>Robertson, Roemer's Polyglot, and Second Reader,</i>	3
and		
{ Spanish.....	<i>Ollendorf, Morales' Reader, Butler,</i>	2
or		
{ German.....	<i>Glaubensklee's Grammar and Reader.</i>	
or		
{ Latin.....	<i>Harkness' Grammar and Andrews' Sallust,</i>	3
{ Greek.....	<i>Spencer's Greek Praxis,</i>	2
Ancient History.....	<i>Willson,</i>	3
Algebra.....	<i>Docharty,</i>	2
Geometry.....	<i>Docharty,</i>	3
Descriptive Geometry, Drawing.....	<i>Kærner,</i>	4
Senses and Hygiene—Botany.....	<i>Draper,</i>	2
Oratory and Composition.		

SECOND YEAR—SECOND TERM.

		Lessons per week.
English.....	<i>Chaucer and Fowler,</i>	1
{ French.....	<i>as before</i>	3
and		
{ Spanish.....	<i>as before, Moratin's Comedies and Iriarte's Fables,</i>	2
or		
{ German.....	<i>as before,</i>	
or		
{ Latin.....	<i>Harkness' Grammar and Stuart's Cicero,</i>	3
{ Greek.....	<i>Praxis and Owen's Reader,</i>	2
Zoology.....	<i>Draper,</i>	2
Geometry.....	<i>Docharty,</i>	2
Plane Trigonometry and Mensuration.....	<i>Docharty,</i>	3
Shades and Shadows, and Perspective Drawing.....	<i>Kærner,</i>	4
Mediaeval History.....	<i>Willson,</i>	3
Oratory and Composition.		

SOPHOMORE CLASS.

THIRD YEAR—FIRST TERM.

English Synonyms.....	Graham,	3
{ French.....	as before, and Sadler's versions,	2
{ Spanish.....	as before, and Quintana's Lives,	3
or		
{ German.....	Whitney's Reader, Glaubensklee's Grammar,	
or		
{ Latin.....	Harkness' Grammar, Virgil,	3
{ Greek.....	Sophocles' Grammar and Syntax and Xenophon's Anabasis,	2
Modern History.....	Freeman and Thompson,	2
Rhetoric.....	Day,	2
Moral Philosophy—Logic.....	Alexander, Whately,	2
Spherical Trigonometry, Surveying and Navigation.....	Docharty,	2
Analytical Geometry.....	Docharty,	1
Free-hand Drawing, Course of Ornament.....	Kærner,	3
Oratory and Composition.		

THIRD YEAR—SECOND TERM.

English Literature.....	Shaw,	3
{ French.....	as before, and Molière; Le Conscriit,	2
{ Spanish.....	Sales' Grammar, Ascargorta, Moratin, Pizarro,	3
or		
{ German.....	as before,	
or		
{ Latin.....	as before, and Lincoln's Livy,	2
{ Greek.....	Grammar, as before, and Xenophon's Memorabilia,	3
Modern History.....	Freeman and Thompson,	2
Rhetoric.....	Day,	2
Logic and Moral Science.....	Alexander and Whately,	2
Analytical Geometry.....	Docharty,	3
Drawing and Study of the Antique and Figure.....	Kærner,	3
Oratory and Composition.		

JUNIOR CLASS.

FOURTH YEAR—FIRST TERM.

		Lessons per week.
History and Character of the English Language.....	Fowler,	2
{ Spanish.....	Sales, Moratin, Don Quixote, Quintana's Parnaso,	5
or		
{ German.....	Whitney's Grammar, Oltrogge's Reader,	
or		

{ Latin.....	<i>Harkness' Grammar, Tacitus,</i>	2
{ Greek.....	{ <i>Sophocles' Grammar, Arnold's Greek Prose</i> }	3
	<i>Composition, Homer's Iliad,</i>	
Intellectual Philosophy.....	<i>Porter,</i>	3
Differential and Integral Calculus.....	<i>Docharty,</i>	3
Acoustics and Optics.....	<i>Bartlett,</i>	5
Zoology.....	<i>Draper,</i>	2
Physics.....	<i>Pynchon,</i>	3
Themes, Forensic Discussions, Original Declamations.		

FOURTH YEAR—SECOND TERM.

English Literature.....	<i>Shaw,</i>	2
{ Spanish.....	<i>as before,</i>	5
{ or.....		
{ German.....	<i>Wallenstein,</i>	
{ or.....		
{ Latin.....	<i>as before, Horace,</i>	2
{ Greek.....	<i>Prose Composition, as before, Demosthenes' Orations,</i>	3
Logic.....	<i>Mahan,</i>	3
Differential and Integral Calculus.....	<i>Docharty,</i>	3
Analytical Mechanics, Acoustics and Optics.....	<i>Bartlett,</i>	5
Inorganic Chemistry.....	<i>Brande & Taylor,</i>	3
Mineralogy—Blowpipe Analysis.....	<i>Draper,</i>	2
Themes, Forensic Discussions, Original Declamations.		

SENIOR CLASS.

FIFTH YEAR—FIRST TERM.

French.....	<i>Roemer's Readers, Robertson,</i>	5
or.....		
German.....	<i>Whitney's Grammar and Reader,</i>	
or.....		
Spanish.....	<i>Ollendorff's Grammar, Morales' Reader, Butler's Phrases,</i>	5
or.....		
Latin.....	<i>Selections from Latin Authors,</i>	
Greek (Optional).....	<i>Thucydides or Plato,</i>	1
History of Literature.....	<i>Botta,</i>	1
Inductive Logic.....	<i>Mill,</i>	3
International and Constitutional Law.....	<i>Kent & Woolsey,</i>	
Organic and Practical Chemistry.....	<i>Brande & Taylor,</i>	4
Analytical Mechanics, Spherical Astronomy.....	<i>Bartlett,</i>	4
Geology.....	<i>Dana,</i>	1
Philosophy of Beauty (Lectures).....	<i>Kärner,</i>	1
Themes, Forensic Discussions, Original Declamations.		

FIFTH YEAR—SECOND TERM.

	Lessons per week.
French..... <i>Roemer's Polyglot and Second Reader,</i>	5
or	
German..... <i>as before,</i>	
or	
Spanish..... <i>as before,</i>	1
or	
Latin..... <i>as before,</i>	1
Greek (Optional)..... <i>Ædipus Tyrannus,</i>	
History of Literature..... <i>Botta,</i>	3
Constitutional Law and Political Economy, Metaphysics..... <i>Bowen, Kent,</i>	4
Practical and Applied Chemistry..... <i>Brande & Taylor,</i>	4
Analytical Mechanics and Spherical Astronomy..... <i>Bartlett,</i>	1
Geology and Palæontology..... <i>Dana,</i>	1
Architecture, Study of the Antique and Figure, Philosophy of Beauty.....	1
Themes, Forensic Discussions, Original Declamations.	

LECTURES AND EXERCISES.

As part of the course, lectures are delivered by the Professors in the various departments on the respective subjects of study.

Exercises in composition and declamation are required once a month from each student, and original declamations from the students of the Senior and Junior Classes.

Students who can remain only one year in the College form a separate part of the Introductory Class, and may there pursue the following

COMMERCIAL COURSE.

ONE YEAR—FIRST TERM.

	Lessons per week.
English..... <i>Brown's Grammar,</i>	3
{ French..... <i>Vannier, Robertson and Grammar,</i>	5
{ or	
{ German..... <i>Ahn's Method Revised by Fischer,</i>	2
Elements of Physics (Lectures)..... <i>Doremus,</i>	
Arithmetic..... <i>Fairbanks' Commercial Arithmetic,</i>	3
Book-keeping..... <i>Packard's Manual, Mayhew's Univ. Book-keeping,</i>	2
{ Penmanship.....	2
{ and	
{ Phonography..... <i>Munson,</i>	

SECOND TERM.

{ French.....	<i>as before, and Roemer's Polyglot and Elementary Readers,</i>	}	5
or			
{ German	<i>as before,</i>	}	5
Geometry	<i>Docharty,</i>		
Elements of Physics (Lectures)	<i>Doremus,</i>		2
Book-keeping.....	<i>as before,</i>		3
Phonography.....	<i>as before,</i>		3
Commercial Transactions.....			2

With the exception of languages, there is little left optional to the student. In former years experiments have been tried in regard to elective studies, but experience having decided against them, the plan was abandoned. The order in which languages could be studied was more than once left to the choice of the parents; but, even in that particular, the selection, in many instances, was found to have been made injudiciously.

Considering the inconvenience of the plan to the College, and its disadvantage to the student, the reports have constantly been against elective studies, except as to languages, the divisions of which were established at the outset, with the most liberal provisions for their successful pursuit, not only to meet a decided preference in any case, but also to ascertain the advantages of the study of either as a means of mental training and general literary culture.

The experience of twenty-five years has not shown any marked difference of linguistic proficiency, or of intellectual superiority in either course—the number of students distinguished for excellence in speaking and writing being much the same in both. The fact that a modern language is studied after Latin and Greek, or Latin after two modern languages, together with a

thorough course of the vernacular being kept up for four years consecutively, may account for the result.

What has been said of elective studies applies with equal force to partial courses. The latter are given only to students who cannot continue beyond, and intend to withdraw at, the end of the year commenced. The reports have also been unfavorable to this kind of course, and while every opportunity is afforded to those less gifted than the generality of students, it has not been deemed expedient to lower the standard of general proficiency in the College; and in order to obtain a diploma on graduating, all such studies as Descriptive Geometry, Analytical Mechanics, Drawing, Natural Science, Practical and Applied Chemistry, and others, which, in some Colleges, have been proposed lately as elective, remain obligatory for the graduates of the College of the City of New York.

It has been sometimes asked whether it is well that every one, indiscriminately, should go through a complete course of ancient or modern and vernacular languages, or of higher mathematics, in College, in order to become a successful merchant, manufacturer, or agriculturist. Considered as an immediate business necessity, there can be certainly no need for such training, any more than there is any direct bearing of statics, dynamics, pneumatics, chemical qualitative and quantitative analysis, astronomy, or engineering in the education of lawyers, clergymen, professors, or even mankind in general. Still, an elementary knowledge of all these subjects, literary as well as scientific, is not only useful to all, but most of them are indispensable to general culture, both for a clear understanding of matters of daily interest,

and to guard against the narrowness of mind which always results from the pursuit of any special course of studies exclusively.

The course prescribed is, therefore, so diversified that ample means are afforded for intellectual development and the acquisition of varied knowledge.

While much is demanded of those who aim at distinction, every opportunity is given to students less favored by natural ability or adventitious circumstances.

That each may receive the utmost benefit, and to guard against gradually lowering the standard of scholarship, the instruction is so arranged that every successive year's study forms a short and separate course, complete in itself, in which the most indispensable subjects are placed first, thus providing the pupil, at whatever time he may leave, with such branches of knowledge as will be of immediate use in practical life, and serve the purpose of general culture.

In this respect the course of the College of the City of New York differs materially from that of other Colleges, and is considered one of its most marked and valuable features.

The preparatory or introductory class was established in 1852. Originally the classes were but four, with semi-annual examinations for promotion, which made them practically eight in number; but the disadvantage of this arrangement soon became manifest.

The Executive Committee, in December, 1851, recommended the adoption of the usual four years' collegiate course, and sug-

gested the expediency of a preparatory or introductory class in the following language: "Many of the students enter the Academy too young, and are immature and uncultivated in body, mind and manners. Having been exclusively devoted to the little circle of studies required for admission to the Academy, they have not the elevation of position, breadth of horizon, and manly consciousness of original power which come from more various cultivation, and it is this more various cultivation which they need before applying themselves to a more systematic and thorough course of study, and many intend to remain there but a portion of the prescribed time. Now, in view of these considerations, is it not clearly best, if practicable, so to arrange the studies that all may go on together, for a period, in such elementary studies as all must pursue, and as are, at the same time, highly practical and profitable in training and cultivating the mind, and greatly increase the amount of knowledge and general intelligence?"

The suggestion of the Committee was adopted, and in September, 1852, the Introductory Class was commenced.

The benefits derived from the establishment of this class were soon perceived.

Coming from various schools, and taught by various methods and processes, the students on entering College, were not all alike prepared to follow the prescribed course; many of them, from not understanding or realizing the nature of a course in which there is no individual teaching and no repeating of back studies for pupils who have missed or neglected a lesson, were apt to lose the fruits of their first year's attendance. Their loss, if a serious one to themselves, was not less so to the class at large,

any irregularity arising from want of individual progress being a cause of disturbance, affecting the zeal and emulation of the whole, and causing a diminution of the collective standing.

By placing the new students, on entering, in an introductory class, to which they were admitted after passing the required examination, for a limited time on probation, and with a year spent in preparation, they became initiated into the college system, and presented in the Freshman year a body of select young men, trained to the work, and no longer subject to the baneful influence upon general progress of individual irregularities and omissions.

The advantages thus secured and now obtained by this arrangement cannot be too highly commended.

Students applying for admission to the introductory class are required to be fourteen years of age, must have attended the Grammar Schools for twelve months, and pass a good examination in Reading, Spelling, Writing, English Grammar, Geography, Arithmetic, History of the United States, and Algebra to quadratic equations, and when received are taken on probation for eight weeks.

The receipts and disbursements for the year have been as follows :

Financial Statement of the Receipts and Expenditures, for Account of the College of the City of New York, for the year ending the 31st of December, 1873.

RECEIPTS.

Balance on hand from 1872.....	\$8,287 14	
Amount deposited by the Comptroller with the City Chamberlain.....	25,000 00	
	<hr/>	
Cash receipts.....		\$33,287 14
Amount of fund, not deposited, retained for disbursement by the Comptroller (Act of 30th April, 1873).....		125,000 00
		<hr/>
Total receipts.....		\$158,287 14

PAYMENTS.

For salaries of the Faculty, Tutors and Janitors of the College, and Secretary, etc.....	129,562 40	
For books and supplies for the pupils	6,055 36	
For repairs to buildings and furniture.....	11,709 56	
For scientific apparatus, chemicals, etc.....	2,111 43	
For incidental expenses, for commencement, printing, insurance, fuel, gas, stationery, etc.....	8, 793 41	
Total payments.....		158,232 16
		<hr/>
Balance unexpended.....		\$54 98

CONCLUSION.

In conclusion, it may be stated that, although this report covers the operations of the whole year, the present Board did not enter upon its duties until the seventh day of April last.

The law under which a change in the school management was effected, having passed the Legislature on the 21st day of March, it was, no doubt, expected that many important and necessary alterations would be at once made in the school system. The Board, while desirous of meeting the public expectation in this regard, did not deem it wise to adopt any radical or hasty measure of reform in a system which had been the growth of years without great care and deliberation.

Besides, a due regard for the labors and intentions of its predecessors imposed upon it the duty of examining, with caution and judgment, every new proposition for improvement; and it may be confidently asserted that no change has been made which has not been the result of earnest inquiry and impartial consideration.

A reference to the preceding topics will show how far the Board has been able to accomplish the reforms expected from it.

Although much has been done, much more still remains to be done.

Many suggested changes are still pending before the various standing committees, and will, during the coming year, receive the attention which they deserve.

In entering upon the duties of their office, the present Commissioners obtained necessary aid and valuable assistance from

the officers employed by the Board, who, through a long experience, had become familiar with the working of the school system. Much credit is due to these gentlemen for the honest and sincere desire which has been manifested by them to co-operate with the Commissioners in their efforts to improve and popularize our public schools.

The duties of the City Superintendent—at all times arduous—have, since the organization of the new Board, been of a very exacting nature, and it is fair to say that they have been performed by that officer with a cheerful readiness, an intelligent appreciation, and in a highly satisfactory manner.

The Finance Department has also been managed with skill and economy, and to the care and watchful attention of the Auditor is due, in a great measure, the gratifying condition of this bureau at the end of the year.

Indeed, the general administration has been exceedingly creditable and deserves commendation.

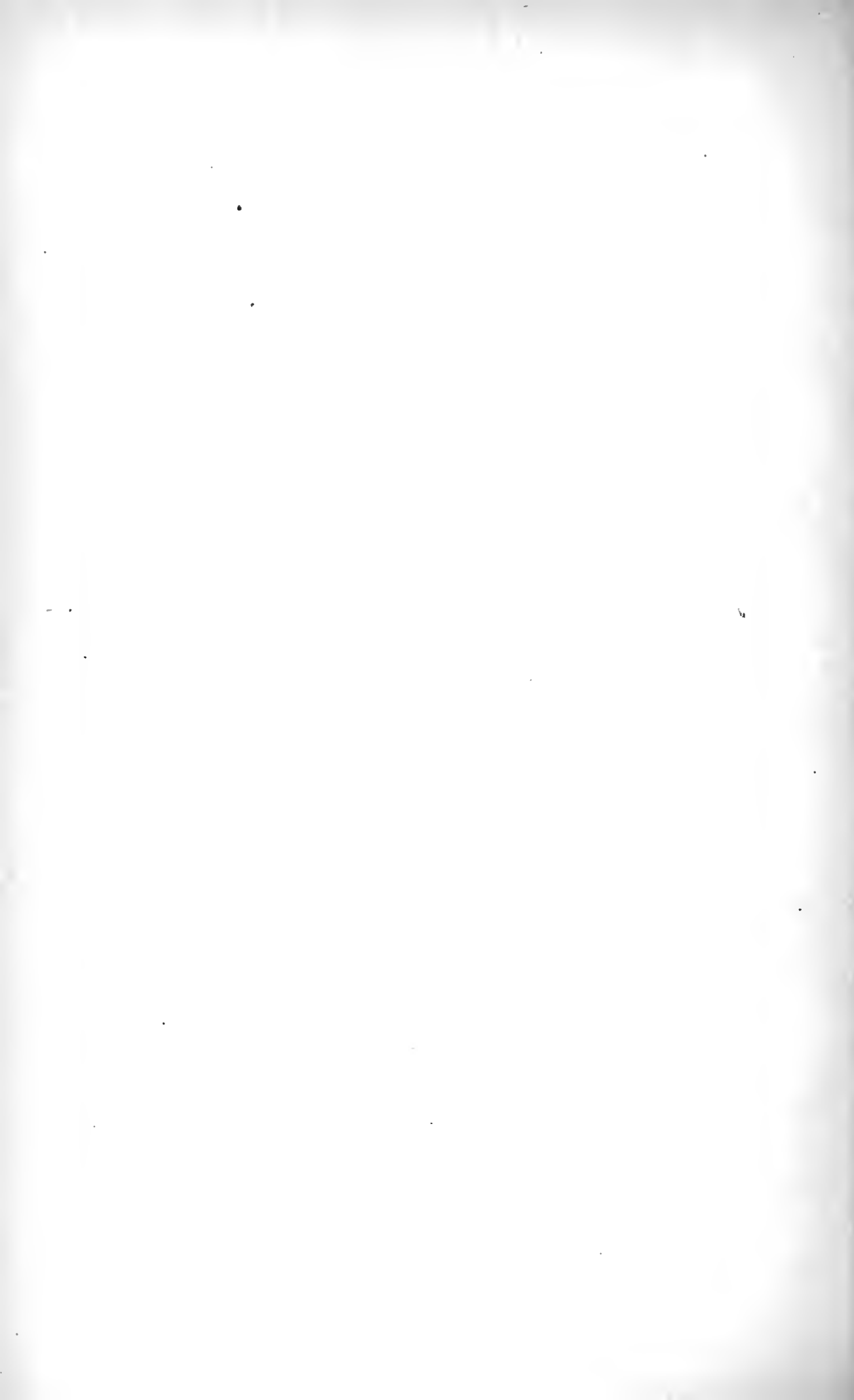
In presenting this report, the Board feel that it is a record of incomplete work, and that, during the coming year, the public will have a better opportunity of judging how far the modifications in our school system have been attended with advantage to those immediately interested in its success.

WILLIAM H. NEILSON,
President of the Board of Education.

LAWRENCE D. KIERNAN,
Clerk.

NEW YORK, December 31st, 1873.

SCHEDULES.



SUBJECT OF THE SCHEDULES AND APPENDICES FORMING PART OF THIS REPORT.

SCHEDULE No. 1—Contains the names of the members of the Board of Education, Standing Committees of the Board, the Employees of the Board, Inspectors of Common Schools, and School Trustees.

SCHEDULE No. 2—Names of Professors and Tutors in the College of the City of New York and the Normal College, and of the Teachers in the Ward and Primary Schools.

SCHEDULE No. 3—The number of Schools in each Ward and their numerical designation.

SCHEDULE No. 4—Shows the length of time each school has been kept open, and the average attendance ; the whole number taught in the several schools during the year, together with the locations of the several school buildings.

SCHEDULE No. 5—Shows the expenses incurred for Teachers' and Janitors' salaries, books, stationery, fuel, etc., in the Ward Schools of each Ward, and the value of supplies from the Depository and repairs through the shop for the year.

SCHEDULE No. 6—Showing amount of money paid in each Ward for rents, sites, new buildings, heating apparatus and re-

pairs of, etc., by special appropriations for the year ending December 31st, 1873.

SCHEDULE No. 7—Shows the amount expended for repairs, materials, etc., through the shop for the year.

SCHEDULE No. 8—Apportionment to Corporate and Ward Schools, made under the fifteenth section of the School Act.

SCHEDULE No. 9—Financial Statement of the Board of Education for the year 1873.

SCHEDULE No. 10—Shows the expenditures of the Evening and Colored Schools for the year.

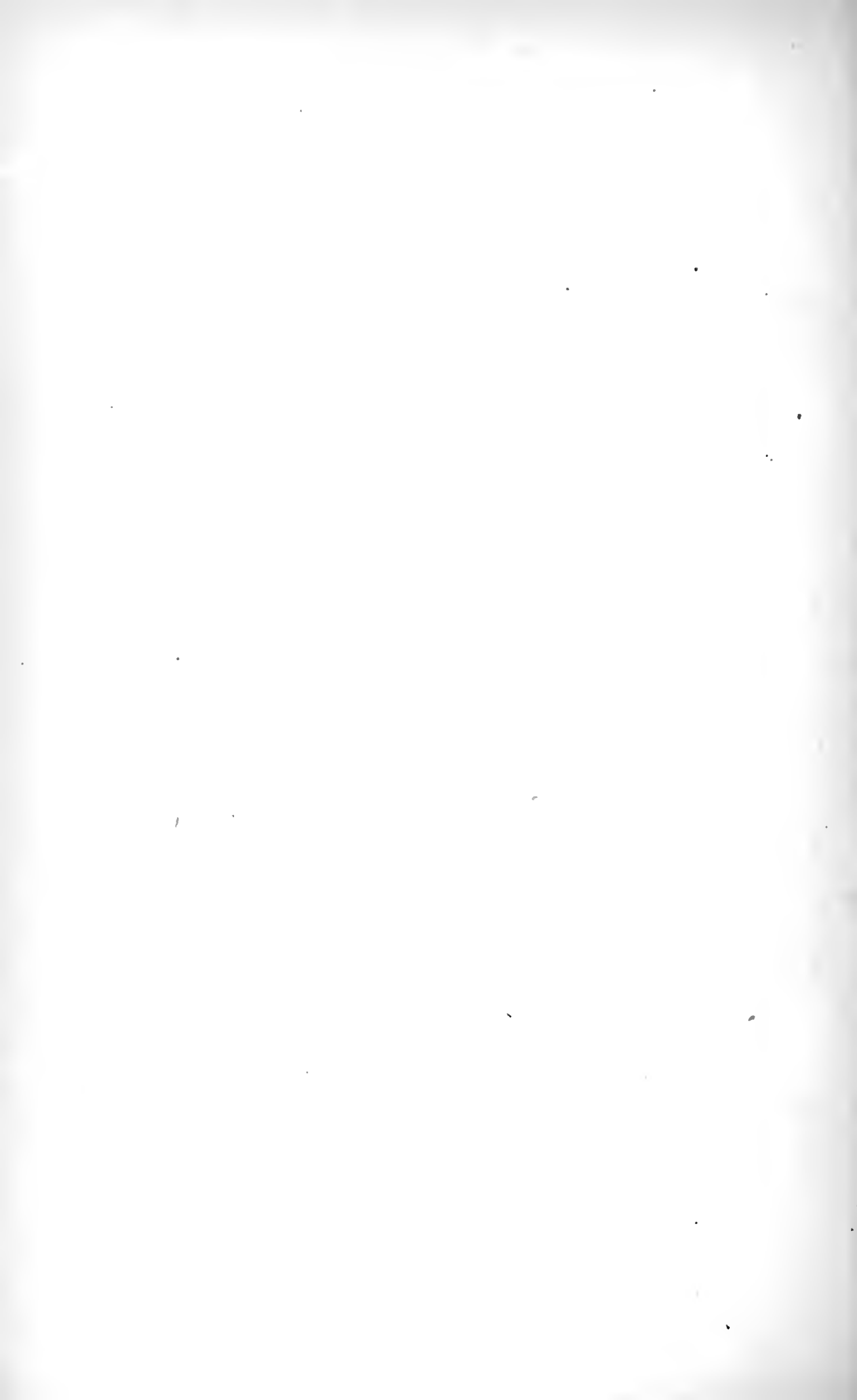
SCHEDULE No. 11—Contains the location, size and cost of site, size, cost, and date of erection of each school building.

SCHEDULE No. 12—Financial exhibit of the revenues of the Board of Education for the last twelve years, and the comparative statements of expenditures.

SCHEDULE No. 13—Shows the groups of schools as arranged for visitation by the Commissioners.

The Appendix contains the Annual Reports of Henry Kiddle, City Superintendent of Schools, and Harrison, Fanning, Calkins, Jones, McMullin, and Jasper, his Assistants ; Annual Report of the President of the Normal College ; Course of Studies in the Grammar and Primary Schools ; Report of the Superintendent of School Buildings, and Report of the Board of Trustees of the College of the City of New York.

SCHEDULE No. 1



MEMBERS OF THE BOARD OF PUBLIC INSTRUCTION
FROM JANUARY 1, 1873, TO APRIL 5, 1873.

JOSIAH G. HOLLAND, *President.*
LAWRENCE D. KIERNAN, *Clerk.*

NAMES OF MEMBERS.	RESIDENCES.	PLACES OF BUSINESS.
BERNARD SMYTH.....	3 East 65th st....	Tenth National Bank.
TIMOTHY BRENNAN.....	127 White street..	Comptroller's Office.
SAMUEL A. LEWIS.....	314 West 14th st.	
WILLIAM E. DURYEA ..	126 East 26th st..	
WILLIAM WOOD.....	4 West 18th st....	
RUFUS G. BEARDSLEE...	47 West 55th st...	106 Broadway.
NATHANIEL SANDS.....	220 ⁹ East 17th st..	Tax Commis'rs' Office.
MAGNUS GROSS.....	311 Third st.....	
NATHANIEL JARVIS, JR.	124 West 23d st...	New Court House.
SMITH ELY, JR.....	145 East 4th st....	103 Gold st.
JOSIAH G. HOLLAND....	46 Park ave.....	654 Broadway.
EDWARD O. JENKINS...	137 West 44th st..	20 N. William st.

MEMBERS OF THE BOARD OF EDUCATION FROM APRIL 5, 1873, TO JANUARY 1, 1874.

WILLIAM H. NEILSON, *President.*

LAWRENCE D. KIERNAN, *Clerk.*

NAMES OF MEMBERS.	RESIDENCES.	PLACES OF BUSINESS.
EUGENE KELLY.....	43 West 51st st...	45 Exchange place.
ROBERT HOE.....	111 East 16th st...	30 Gold st.
JAMES W. FARR.....	11 St. Luke's pl...	32 Chambers st.
ADW. J. MATHEWSON...	647 Hudson st....	4 Pine st.
ALBERT KLAMROTH....	64 St. Mark's pl...	37 Park row.
JAS. M. HALSTED.....	18 West 17th st...	120 Broadway.
RUFUS G. BEARDSLEE..	47 West 55th st...	106 Broadway.
JACOB D. VERMILYE..	258 Fourth ave....	42 Wall st.
JOHN C. BROWN.....	36 East 37th st....	59 Wall st.
HENRY P. WEST.....	155 Grand st.....	183 Grand st.
FERDINAND TRAUD....	288 East 48th st...	6th st., n. 1st ave.
WM. H. NEILSON.....	142 Madison ave..	70 Broadway.
DAVID WETMORE.....	119 Lexington ave.	365 Greenwich st.
WILLIAM DOWD.....	168 West 22d st...	44 Wall st.
SAML. P. PATTERSON...	61 Third st.....	122 Bowery.
JOSEPH SELIGMAN.....	26 West 34th st...	21 Broad st.
CHAS. V. LEWIS.....	71 Hudson st.....	71 Hudson st.
ALBON P. MAN.....	106 East 30th st..	56 Wall st.
RAN'H W. TOWNSEND..	18 East 73d st....	247 Broadway.
EDWARD O. JENKINS..	137 West 44th st..	20 North William st.
*DAVID F. BAKER....	138 West 44th st..	Cor B'way & 45th st.

* In place of James Cushing, Jr., deceased.

STANDING COMMITTEES OF THE BOARD OF PUBLIC INSTRUCTION—1873.

1.—*Finance Committee.*

Commissioner Lewis,
Commissioner Wood, Commissioner Brennan,
Commissioner Beardslee, Commissioner Smyth.

2.—*Committee on Teachers.*

Commissioner Gross,
Commissioner Lewis, Commissioner Jenkins,
Commissioner Jarvis, Commissioner Brennan.

3.—*Committee on Buildings, Repairs and Furniture.*

Commissioner Ely,
Commissioner Lewis, Commissioner Duryea.

4.—*Committee on Supplies.*

Commissioner Beardslee,
Commissioner Wood, Commissioner Brennan.

5.—*Auditing Committee.*

Commissioner Smyth,
Commissioner Duryea, Commissioner Ely,
Commissioner Sands, Commissioner Jenkins.

6.—*Committee on Course of Study, School Books and Hygienics.*

Commissioner Jenkins,
Commissioner Gross, Commissioner Sands.

7.—*Committee on Sites and New Schools.*

Commissioner Brennan,
Commissioner Ely, Commissioner Smyth.

8.—*Committee on By-Laws, Printing, Elections and Qualifications.*

Commissioner Jarvis,
Commissioner Beardslee, Commissioner Sands.

9.—*Committee on Normal College, Evening and Colored Schools.*

Commissioner Wood,
Commissioner Duryea, Commissioner Gross,
Commissioner Jarvis, Commissioner Smyth.

STANDING COMMITTEES OF THE BOARD OF EDUCATION—1873.

1.—*Finance Committee.*

Commissioner Vermilye,

Commissioner Dowd,	Commissioner Beardslee,
Commissioner Townsend,	Commissioner Seligman.

2.—*Committee on Teachers.*

Commissioner Halsted,

Commissioner Kelly,	Commissioner Traud,
Commissioner Dowd,	Commissioner Brown.

3.—*Committee on Buildings.*

Commissioner Dowd,

Commissioner Patterson,	Commissioner Hoe,
Commissioner Lewis,	Commissioner Townsend.

4.—*Committee on Supplies.*

Commissioner Beardslee,

Commissioner Mathewson,	Commissioner Wetmore,
Commissioner Halsted,	Commissioner Hoe.

5.—*Auditing Committee.*

Commissioner West,

Commissioner Traud,	Commissioner Baker,*
Commissioner Jenkins,	Commissioner Kelly.

* *Vice* Commissioner Cushing, deceased.

6.—*Committee on Sites and New Schools.*

Commissioner Patterson,
 Commissioner Klamroth, Commissioner Vermilye,
 Commissioner Townsend, Commissioner Lewis.

7.—*Committee on Course of Study and School Books.*

Commissioner Brown,
 Commissioner Man, Commissioner Traud,
 Commissioner Farr, Commissioner Kelly.

8.—*Committee on School Furniture.*

Commissioner Wetmore,
 Commissioner Hoe, Commissioner Jenkins,
 Commissioner Seligman, Commissioner Baker.*

9.—*Committee on Normal Schools.*

Commissioner Farr,
 Commissioner Brown, Commissioner Townsend,
 Commissioner Klamroth, Commissioner Halsted.

10.—*Committee on Evening Schools.*

Commissioner Mathewson,
 Commissioner Townsend, Commissioner Traud,
 Commissioner Jenkins, Commissioner Vermilye.

11.—*Committee on Colored Schools.*

Commissioner Jenkins,*
 Commissioner Patterson, Commissioner Wetmore,
 Commissioner West, Commissioner Dowd.

* Vice Commissioner Cushing, deceased.

12.—*Committee on Warming and Ventilation.*

Commissioner Hoe,

Commissioner Mathewson,	Commissioner Beardslee,
Commissioner Baker,*	Commissioner Kelly.

13.—*Committee on By-Laws, Elections and Qualifications.*

Commissioner Townsend,

Commissioner Man,	Commissioner West,
Commissioner Beardslee,	Commissioner Farr.

14.—*Executive Committee on Nautical School.*

Commissioner Brown,

Commissioner Mathewson,	Commissioner Kelly,
Commissioner Wetmore,	Commissioner Vermilye.

* *Vice* Commissioner Cushing, deceased.

EMPLOYEES OF THE BOARD OF PUBLIC INSTRUCTION.

<i>Clerk</i>	LAWRENCE D. KIERNAN.
<i>Auditor</i>	JOHN DAVENPORT.
<i>City Superintendent</i>	HENRY KIDDLE.
<i>Assistant</i> “.....	THOMAS F. HARRISON.
“ “.....	JOHN H. FANNING.
“ “.....	NORMAN A. CALKINS.
“ “.....	WILLIAM JONES.
“ “.....	ARTHUR McMULLIN.
“ “.....	JOHN JASPER, JR.
<i>Superintendent of School Buildings</i> ...	DAVID I. STAGG.
<i>Engineer</i>	STEPHEN O'BRIEN.
<i>Inspector of Fuel</i>	JOHN E. WHITE.
<i>Assistant Clerk</i>	FRANK TWEED.
“ “	JOHN MCINTYRE.
“ “	THOMAS T. BENNETT.
“ “	GEORGE W. WHITE.
“ “	JOHN R. AMES.
“ “	BLANCHARD OAKLEY.
“ “	HENRY M. DURYEA.
“ “	JOSHUA ISAACS.
“ “	JAMES WELSH.
“ “	JETHRO MOSHER.
“ “	EDWARD E. VAN SAUN.
<i>Messenger</i>	JOHN BRADY.
<i>Janitor</i>	EDWARD HIGGINS.

EMPLOYEES OF THE BOARD OF EDUCATION.

<i>Clerk</i>	LAWRENCE D. KIERNAN.
<i>Auditor</i>	JOHN DAVENPORT.
<i>City Superintendent</i>	HENRY KIDDLE.
<i>Assistant</i> “	THOMAS F. HARRISON.
“	JOHN H. FANNING.
“	NORMAN A. CALKINS.
“	WILLIAM JONES.
“	ARTHUR McMULLIN.
“	JOHN JASPER, JR.
<i>Superintendent of School Buildings</i>	DAVID I. STAGG.
<i>Engineer</i>	JOHN DUNHAM.
<i>Inspector of Fuel</i>	JOHN E. WHITE.
<i>Assistant Clerk</i>	WILLIAM OLAND BOURNE.
“	JOHN MCINTYRE.
“	THOMAS T. BENNETT.
“	GEORGE W. WHITE.
“	JOHN R. AMES.
“	BLANCHARD OAKLEY.
“	HENRY M. DURYEA.
“	JAMES WELSH.
“	JETHRO MOSHER.
“	EDWARD E. VAN SAUN.
<i>Messenger</i>	HENRY D. LICHTENHEIN.
<i>Janitor</i>	EDWARD HIGGINS.

INSPECTORS OF COMMON SCHOOLS OF THE CITY OF NEW YORK
UNTIL APRIL 5TH, 1873.

(See Act passed March 21st, 1873.)

		NAMES.	Term Expires.
<i>1st District, comprising 1, 2, 3, 4, 5, 6 and 8th Wards.</i>		Harvey H. Woods.....	1874
		Wm. W. Lyon.....	1875
		<i>5th District, comprising 15th and 18th Wards.</i>	
		James W. Gerard.....	1873
		Alex'r McL. Agnew.....	1874
		Richard C. Fellows.....	1875
<i>2d District, comprising 7, 10, 13 and 14th Wards.</i>		<i>6th District, comprising 20th and 21st Wards.</i>	
		Farrell Dorrity.....	1873
		Alex'r Wilder.....	1874
		John Brice.....	1875
<i>3d District, comprising 9th and 16th Wards.</i>		<i>7th District, comprising 12, 19 and 22d Wards.</i>	
		Hosea B. Perkins.	1873
		Robert McGinnis.....	1874
<i>4th District, comprising 11th and 17th Wards.</i>		Feodore Mierson.....	1875

INSPECTORS OF COMMON SCHOOLS,

Appointed in compliance with the Act passed March 21st, 1873.

<i>1st District, comprising 1, 2, 3, 4, 5, 6 and 8th Wards.</i>		NAMES.	Term Expires.
	NAMES.		
	Term Expires.	Andrew Mills.....	1875
John Patten.....	1874	Wm. W. Lyon.....	1876
B. F. Stiles.....	1875	<i>5th District, comprising 15th and 18th Wards.</i>	
John P. Huggins.....	1876	Alex. McL. Agnew.....	1874
<i>2d District, comprising 7, 10, 13 and 14th Wards.</i>		James W. Gerard.....	1875
Washington Thomas *.....	1874	Elijah H. Kimball.....	1876
Dr. Alex. S. Hunter.....	1875	<i>6th District, comprising 20th and 21st Wards.</i>	
John Hecker.....	1876	Mark Blumenthal.....	1874
<i>3d District, comprising 9th and 16th Wards.</i>		Benj. B. Atterbury.....	1875
Geo. H. Mackay.....	1874	J. W. C. Leveridge.....	1876
Win. H. Gray.....	1875	<i>7th District, comprising 12, 19 and 22d Wards.</i>	
James Kelly.....	1876	Feodore Miereson.....	1874
<i>4th District, comprising 11th and 17th Wards.</i>		John F. Williams.....	1875
Harvey H. Woods.....	1874	Hosea B. Perkins.....	1876

* Vice Henry Tice, resigned.

SCHOOL TRUSTEES FROM JANUARY 1, 1873, TO APRIL 5, 1873,

With the Time of Expiration of Office for which they were Appointed.

<i>First Ward.</i>		<i>Sixth Ward.</i>	
NAMES.	Term Expires Dec. 31.	NAMES.	Term Expires Dec. 31.
Wm. Kenney.....	1873	Thomas D. Conroy.....	1873
John O'Connor.....	1874	Michael McCarty.....	1874
Denis Keenan.....	1875	Thomas W. Casey.....	1875
Rich'd A. Barton.....	1876	Diedrich Knabe.....	1876
Thomas D. Johns.....	1877	Terence Foley.....	1877
<i>Second Ward.</i>		<i>Seventh Ward.</i>	
John Robinson.....	1873	Dennis J. Twigg.....	1873
Arthur Keating.....	1874	James Callery.....	1874
Patrick Moynahan.....	1875	John Ford.....	1875
James Sullivan.....	1876	Thomas Shiels.....	1876
Jeremiah Coyne.....	1877	William Gardner.....	1877
<i>Third Ward.</i>		<i>Eighth Ward.</i>	
Michael McCann.....	1873	David S. Paige.....	1873
John Hurley.....	1874	Chas. A. Quinn.....	1874
Casten Otersen.....	1875	Luke C. Grimes.....	1875
Andrew D. Purtell.....	1876	David Walker.....	1876
Thomas W. Knox.....	1877	Francis Fleet, M. D.....	1877
<i>Fourth Ward.</i>		<i>Ninth Ward.</i>	
William Kennedy.....	1873	James W. Farr.....	1873
Thomas Driscoll.....	1874	Charles S. Wright.....	1874
Arch. J. Fullerton.....	1875	O. B. Stout.....	1875
Patrick Davis.....	1876	James W. Booth.....	1876
Morris Friedsam.....	1877	A. J. Mathewson.....	1877
<i>Fifth Ward.</i>		<i>Tenth Ward.</i>	
Thomas E. Smith.....	1873	Alonzo Truesdell.....	1873
Frederick G. Gude.....	1874	Geo. T. Patterson.....	1874
John P. Fraser.....	1875	Edward J. Knight.....	1875
Denis Quinn.....	1876	Sylvester E. Nolan.....	1876
Nathaniel Woodhull.....	1877	Charles Gausmann.....	1877

Eleventh Ward.

NAMES.	Term Expires Dec. 31.
Edward Miehlung.....	1873
Joseph Wangler.....	1874
Joseph Koch.....	1875
Sam'l Cregar, M. D.....	1876
Armour C. Anderson.....	1877

Twelfth Ward.

Patrick Dunican.....	1873
Andrew Smith.....	1874
Chas. Place.....	1875
Eugene J. McEnroe.....	1876
David H. Knapp.....	1877

Thirteenth Ward.

Henry E. Lynch.....	1873
Richard Evans.....	1874
Francis Coan.....	1875
Kasimer Krenkel.....	1876
Frederick Germann.....	1877

Fourteenth Ward.

Patrick Collins.....	1873
Francis O'Reilly.....	1874
Ambrose O'Neill.....	1875
Cornelius Desmond.....	1876
Henry Manron.....	1877

Fifteenth Ward.

Charles D. Brown.....	1873
James L. Babbit.....	1874
James W. Fowler.....	1875
J. A. Hardenbergh.....	1876
Edward Schell.....	1877

Sixteenth Ward.

Michael McNeirny.....	1873
Clement Diecks.....	1874
John De Lamater.....	1875
Benj. Van Buren.....	1876
John Howe, M. D.....	1877

Seventeenth Ward.

NAMES.	Term Expires Dec. 31.
Stephen Therry.....	1873
Richard V. Harnett.....	1874
Charles Kinkel.....	1875
William Fischer.....	1876
Frederick C. Wagner.....	1877

Eighteenth Ward.

Lewis J. Kelly.....	1873
Frederick Hagemeyer.....	1874
John M. Carroll.....	1875
John N. Hayward.....	1876
Jas. W. Gerard, Jr.....	1877

Nineteenth Ward.

Timothy Daly.....	1873
John Burlinson.....	1874
Thomas Pearson.....	1875
Robert McCafferty.....	1876
Charles E. Loew.....	1877

Twentieth Ward.

Michael Roche.....	1873
Erastus Littlefield.....	1874
John Holzderber.....	1875
Peter Trainer.....	1876
John H. Tietjen.....	1877

Twenty-first Ward.

Henry McCabe.....	1873
R. C. Beamish.....	1874
Philip Fisher.....	1875
M. A. Gehegan.....	1876
Wm. C. Whitney.....	1877

Twenty-second Ward.

Michael Groh.....	1873
John W. Stevens.....	1874
John Morgan.....	1875
Dr. S. A. Raborg.....	1876
Jas. R. Cuming.....	1877

SCHOOL TRUSTEES OF THE CITY OF NEW YORK
FROM APRIL 5 TO DECEMBER 31, 1873,

With the Time of Expiration of Office of Each.

<i>First Ward.</i>		<i>Sixth Ward.</i>	
NAMES.	Term Expires Jan. 1,	NAMES.	Term Expires Jan. 1,
H. C. Lesquereux.....	1874	Timothy Brennan.....	1874
Michael Duffy.....	1875	John Von Glahn.....	1875
J. N. Merrill, M. D.....	1876	John Mitchell.....	1876
John McIntyre.....	1877	John Boyd.....	1877
Charles Neues.....	1878	Lorenzo Carey.....	1878
<i>Second Ward.</i>		<i>Seventh Ward.</i>	
James F. Horan.....	1874	Lawrence G. Goulding.....	1874
Michael Ryan.....	1875	John H. Boschen.....	1875
John Robinson.....	1876	Geo. G. Hallock.....	1876
George H. Sears.....	1877	David Hays.....	1877
Samuel H. Randall.....	1878	James W. McBarron.....	1878
<i>Third Ward.</i>		<i>Eighth Ward.</i>	
George Wolf.....	1874	William Cleary.....	1874
George Rossiter.....	1875	Austin Leake.....	1875
John A. Gilmour.....	1876	Chas. H. Housley.....	1876
Francis F. Fellers.....	1877	Philip Ketterer.....	1877
David Hollis.....	1878	S. G. Cook, M. D.....	1878
<i>Fourth Ward.</i>		<i>Ninth Ward.</i>	
Wm. H. McAlpin.....	1874	Oliver B. Stout.....	1874
John B. Shea.....	1875	William H. Ely.....	1875
Michael J. Duffey.....	1876	Geo. A. Jeremiah.....	1876
Frederick Wimmer.....	1877	Charles S. Wright.....	1877
Morris Friedsam.....	1878	E. Dennison, M. D.....	1878
<i>Fifth Ward.</i>		<i>Tenth Ward.</i>	
John P. Schenck.....	1874	Henry R. Roome.....	1874
Nath. D. Woodhull.....	1875	J. B. Taylor, M. D.....	1875
* Hugh King.....	1876	Hugo Gorsch.....	1876
Wesley B. Church.....	1877	Peter Dennerlein.....	1877
W. L. Harding, M. D.....	1878	Alonzo Truesdell.....	1878

* *Vice* Daniel H. Stone, resigned.

Eleventh Ward.

NAMES.	Term Expires Jan. 1,
* Samuel Cregar, M. D.....	1874
Edward Miehling.....	1875
John C. Limbeck.....	1876
George B. Rhoads.....	1877
Joseph Wangler.....	1878

Twelfth Ward.

David H. Knapp.....	1874
Joseph P. Fallon.....	1875
Lawson N. Fuller.....	1876
Andrew Smith.....	1877
Granville P. Haws.....	1878

Thirteenth Ward.

N. S. Roberts, M. D.....	1874
Francis Coan.....	1875
Frederick Germann.....	1876
Frederick Holsten.....	1877
Andrew J. Case.....	1878

Fourteenth Ward.

Henry Manron.....	1874
William Lynch.....	1875
F. Smith, M. D.....	1876
Hiram V. Losea.....	1877
Henry Schmidt.....	1878

Fifteenth Ward.

Chas. F. McLean.....	1874
Edward Schell.....	1875
Charles M. Earle.....	1876
Joseph Britton.....	1877
Henry A. Tailer.....	1878

Sixteenth Ward.

NAMES.	Term Expires Jan. 1,
John De Lamater.....	1874
† James Harrison.....	1875
John Castree.....	1876
Matthew Bird.....	1877
Oscar Zollkoffer.....	1878

Seventeenth Ward.

Henry Merz.....	1874
‡ Theodore H. Mead.....	1875
Adam Weber.....	1876
Owen Murphy.....	1877
Fred. C. Wagner.....	1878

Eighteenth Ward.

John F. Trow.....	1874
§ Francis H. Weeks.....	1875
Andrew Warner.....	1876
Joseph K. O'Brien.....	1877
Henry S. Terbell.....	1878

Nineteenth Ward.

Ferd. T. Hopkins.....	1874
Richard Kelly.....	1875
Julius Katzenberg.....	1876
John J. Macklin.....	1877
Jonathan O. Alston.....	1878

Twentieth Ward.

H. D. Ranney, M. D.....	1874
Thomas Maher.....	1875
William Kilian.....	1876
Thomas J. Hall.....	1877
Austin Abbott.....	1878

* Vice Daniel D. Wright, resigned.

† Vice F. W. Whittemore, resigned.

‡ Vice William Balser, M. D., resigned.

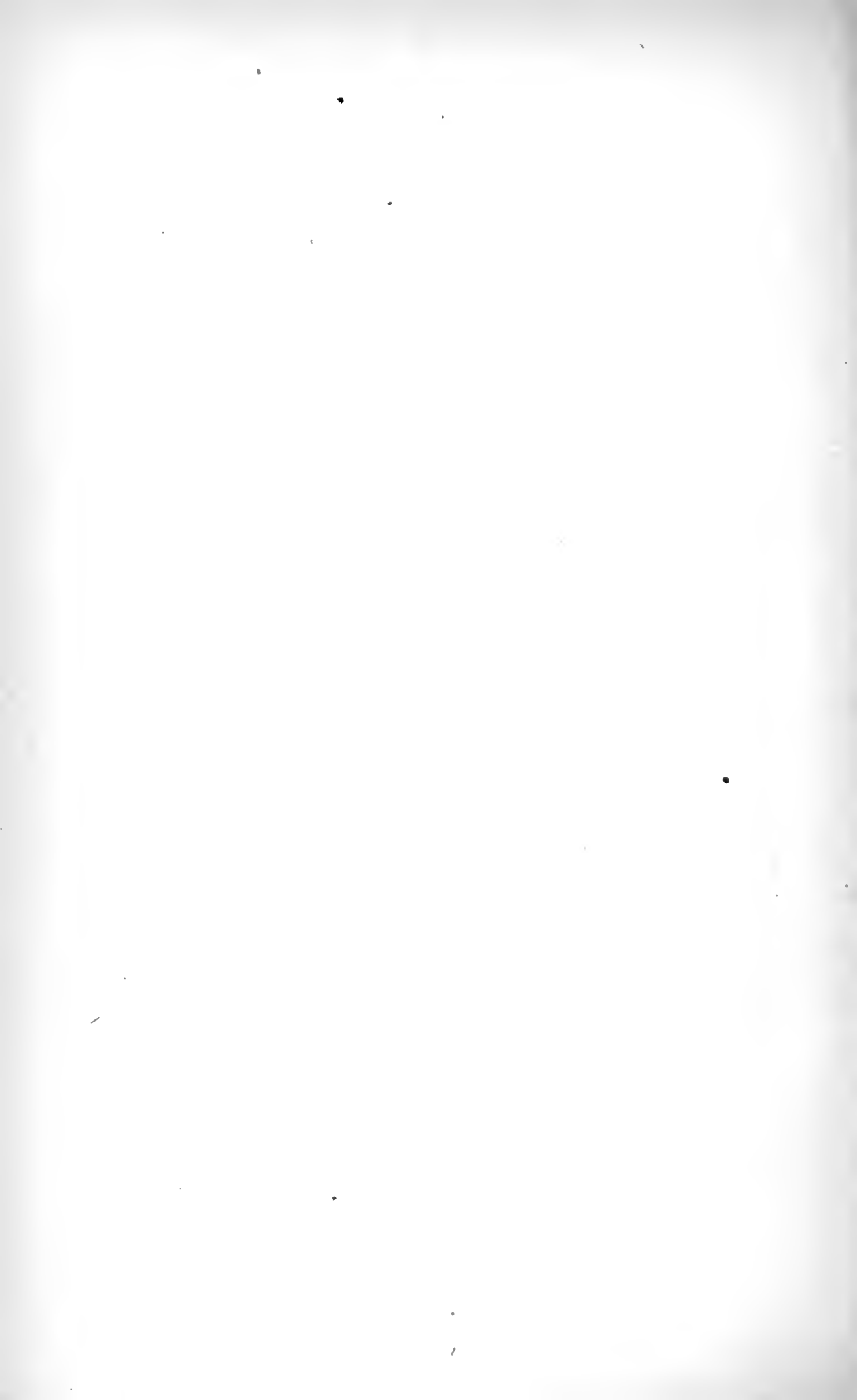
§ Vice James T. Kilbreth, resigned.

<i>Twenty-first Ward.</i>		<i>Twenty-second Ward.</i>	
NAMES.	Term Expires Jan. 1,	NAMES.	Term Expires Jan. 1,
John Stephenson.....	1874	† Walter Carter.....	1874
Bernard Cohen.....	1875	John Morgan.....	1875
William C. Whitney.....	1876	Joel W. Mason.....	1876
* Hugh Cassidy.....	1877	James R. Cuming.....	1877
Adam T. Sackett.....	1878	Adna H. Underhill.....	1878

* Vice H. S. Hewitt, M. D., deceased.

† Vice C. A. Flammer, resigned.

SCHEDULE No. 2.



PROFESSORS AND TUTORS IN THE COLLEGE OF THE CITY OF NEW YORK.

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Jean Roemer, LL. D., Professor of the French Language and Literature, and Vice-President.

Agustin José Morales, LL. D., Professor of the Spanish Language and Literature.

Gerardus Beekman Docharty, LL. D., Professor of Mathematics and Secretary of the Faculty.

Charles Edward Anthon, LL. D., Professor of History and Belles Lettres.

John Graeff Barton, LL. D., Professor of the English Language and Literature.

Robert Ogden Doremus, M. D., Professor of Chemistry and Physics.

Hermann Joseph Aloys Kœrner, Ph. D., Professor of Descriptive Geometry and Drawing.

Adolph Werner, M. S., Professor of the German Language and Literature.

John Christopher Draper, M. D., LL. D., Professor of Natural History, Physiology, and Hygiene.

Alfred George Compton, A. M., Professor of Mechanics, Astronomy, and Engineering.

George Washington Huntsman, A. M., Professor of Philosophy.

Charles George Herberman, Ph.D., Professor of the Latin Language and Literature.

Jesse Ames Spencer, S.T.D., Professor of the Greek Language and Literature.

David Burnet Scott, A.M., Professor, and Principal of the Introductory Class.

Benjamin Arad Sheldon, A. M., Tutor in Mathematics.

Casimir Fabregou, A. M., Tutor in French.

James Godwin, A. M., Tutor.

Solomon Wolf, A. M., Tutor.

James Knox, A. M., LL. B., Tutor.

Fitz Gerald Tisdall, Jr., A. M., Tutor.

James Edward Morrison, A. M., LL. B., Tutor in History and Belles Lettres.

Charles Roberts, Jr., A. M., LL. B., Tutor.

William Stratford. A. M., M. D., Ph.D., Tutor.

Ernest Fiston, A. M., Tutor in French.

Eustace Whipple Fisher, A. M., M. D., Tutor in English Language and Literature.

Edward Ellice Burnet, A. M., Tutor in English Language and Literature.

William George McGuckin, A. B., Tutor and Secretary to the President.

John Robert Sim, A. B., Tutor.

Charles Alexander Walworth, LL. B., Tutor in Commercial Course.

Hugo Rudolph Hutten, Tutor in German.

Benjamin C. Gregory, A.B., Tutor.

Joseph Edwin Frobisher, Special Instructor in Elocution.

John Thomas Cuming, Librarian and Registrar.

Asa Williams Wilkinson, M. D., Assistant in the Laboratory.

Charles Wolfe, College Mechanician.

John Bonney, Janitor.

Dennis Leavy, Engineer.

Francis A. Reicard, Assistant in the Repository.

PROFESSORS AND TUTORS IN THE NORMAL COLLEGE.

Sixty-eighth and Sixty-ninth streets and Fourth and Lexington Avenues.

Thomas Hunter.....	140 East 80th street.
Arthur H. Dandon.....	Morrisania.
Joseph A. Gillet.....	103 West 49th street.
Philip M. W. Redfield*.....	200 West 125th street.
E. C. H. Day.....	1,235 Third avenue.
Charles A. Schlegel.....	791 Lexington avenue.
George Mangold.....	79 Seventh street.
Miss Lydia F. Wadleigh.....	133 East 54th street.
“ Sarah E. Heybeck.....	349 East 55th street.
“ Eliza Woods.....	416 West 34th street.
“ Lavinia M. Holman.....	29 West 26th street.
“ Frances E. Feeks.....	125th street and First avenue.
“ Ida Bruce †.....	8 Varick place.
“ Mary A. Mathews.....	125 East 27th street.
“ Adele Bassié.....	327 East 17th street.
“ Helen G. Morgan.....	Pavonia av., Jersey City.
“ Laura E. Leal.....	775 Lexington avenue.
“ A. Caroline Covell.....	23 East 24th street.
“ Mary Willard.....	8 Varick street.
“ Eliza M. Phelps.....	74 East 61st street.
“ Jane Harkness.....	318 West 47th street.
“ Jessie McGregor.....	231 West 20th street.
“ Mary E. M. Carr.....	153 East 26th street.
“ Serena A. Goodwin.....	454 West 51st street.
“ Elfrida de Wailly.....	309 East 79th street.
“ Emma L. Crasto †.....	233 East 120th street.
“ Joanna Mitchels.....	212 East 52d street.
“ Mary E. Smyly.....	41 East 30th street.
“ Isabella Parsells.....	142 East 48th street.
“ Mary S. Kennedy.....	336 East 42d street.
“ Annie Baker.....	603 Lexington avenue.
“ Honora McDonough.....	218 East 52d street.
Mrs. Charlotte V. Winterburn †.....	101 East 20th street.

JANITOR.

John Neade.....In the Building.

* Deceased.

† Resigned.

‡ Office abolished.

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" Emma M. Requa.....	43 West 22d street.
" Emily J. Conant.....	25 Stuyvesant street.
" Jennie B. Merrill.....	308 West 18th street.
" Frances R. Garvin.....	923 Sixth avenue.
" Hattie E. Patterson.....	61 Third street.

JANITOR.

Denis Sheehan.....In the Building.

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David B. Scott.....	136 East 80th street.
Norman A. Calkins.....	124 East 80th street.
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Arthur McMullin.....	109 West 49th street.
Miss Lydia F. Wadleigh.....	133 East 54th street.
" Sarah E. Heybeck.....	349 East 55th street.
" Helen C. Morgan.....	Pavonia avenue, Jersey City.
" Martha L. Doake.....	471 West 23d street.

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Mrs. Jane Treadwell.....In the Building.

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Brooklyn.

" Mary G. Dougherty, 39 Rutger street.

" Mary A. McInerny, 42 Oliver street.

" Mary A. Hannigan, 236 East 6th street.

" Ellen T. Mulhearn, 21 Rutger street.

" Ellen Fitzgerald, 364 Pearl street.

" Bridget T. Martin, 45 Cherry street.

" Lucy Mahoney, 143 Sackett st., B'lyn.

" Annie J. Quinlan, 33 Vandewater street.

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- " Emma J. Hanly, 214 Wyckoff st., B'lyn.
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- " Anna L. Johnson, 114 York st., B'lyn.
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- " Kate Dunne, 222 Lewis street.

Mrs. Anna Mullen, 157 Henry street.

Miss Mary T. Butler, 134 Cherry street,

- " Mary McMahon, 46 Henry street.
- " Maggie Duffy, 20 Jefferson street.
- " Virginia O'Donnell, 304 5th street.
- " Maggie Murphy, 360 Cherry street.
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- " Mary Curtis, 29 Vandewater street.

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GERMAN TEACHER.

Charles Ran.

DRAWING TEACHER.

Oecilia Bassié.

JANITOR.

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- " Mary F. De Graw, 115 West 16th street.
- " Susie V. Walsh, 7 Van Nest place.
- " Anna A. McCoy, 319 West 15th street.
- " Anna E. Ennis, 207 West 11th street.
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" Elmira J. Haynes, 507 Hudson street.

" Emma S. Jones, 106 Macdougall street.

" Kate Miller, 407 West 28th street.

" Eugenia Mayereau, 509 Hudson street.

" Maggie L. Bond, 260 West 22d street.

" Sarah E. Brouner, 4 Ashland place.

" Mary E. Baldwin, 74 Barrow street.

" Cora E. Pulver, 55 Bank street.

" Lillie H. Townsend, 92 Bank street.

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Mrs. Sarah P. Brown, 362 Bleecker street.

Miss Christina Wood, 167 West 10th street.

" Elizabeth J. Speirs, 344 West 12th st.

" Mary Rodgers, 243 West 16th street.

" Ella Quackenbush, 77 Christopher st.

" Ella Froeligh, 151 Charles street.

" Emma Frey, 8 King street.

" Jennie Montgomery, 74 Bank street.

" Sarah Jones, 106 Macdougall street.

" Mary J. Norcott, 216 West 17th street.

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" Kate L. Gaynor, 226 West 10th street.

" Mary A. Van Horn, 312 Delancy street.

" Lucretia A. Tooker, 24 Norfolk street.

" Sarah Hunter, 260 Ryerson st., Brooklyn.

" Ida F. Strong, 73 Taylor street, B'lyn.

GERMAN TEACHER.

Seligman Haymann, 1033 Second avenue.

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 " Albertine Cooley, 232 Ross st. B'lyn, E.D.
 " Jennette Robertson, 215 Division av.,
 Brooklyn, E. D.
 " Fannie L. Requa, 30 Nassau st., B'lyn.
 " Caroline W. Fraser, 217 East 116th st.,
 Harlem.
 " Harriet Evans, 57 Broome street.
 " Martha A. Eichells, 21 Montgomery st.
 Mrs. Emeline F. Garvie, 41 South 10th st.,
 Brooklyn, E. D.
 Miss Jane Moon, 335 East 4th street.

GERMAN TEACHER.

Marie Schnakenberg, 400 Pacific st., B'lyn.

PRIMARY DEPARTMENT.

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 Brooklyn, E. D.
 Miss Mary J. Blair, 458 West 43d street.
 Miss Mary A. Leuba, 391 Third street.
 " Julia A. Clark, 69 Second st., Brooklyn,
 E. D.
 " Josephine A. Cornwell, 201 S. 2d. st.,
 Brooklyn, E. D.
 " Florence J. White, 166 S. 2d st., B'lyn.,
 E. D.
 " Emma Kling, 168 East 61st street.
 " Eliza Ross, 249 Seventh street.
 " Mary A. Fitch, 12 Cannon street.
 " Pauline Rubin, 13 Christopher street.
 " Ella M. Bruen, Magnolia avenue, Jersey
 City.
 " Susan J. Finn, 161 S. 2d st., Brooklyn,
 E. D.
 " Hanuab Lamme, 244 East 31th street.
 " Mary J. Cunningham, 62 Lewis street.
 " Lizzie Mercillott, 186 Broome street.
 " Lizzie R. Martens, 43 Sidney place,
 Brooklyn.
 " Emma Haynes, 7 Cannon street.
 " Ella Reynolds, 156 Suffolk street.
 " Henrietta Deick, 347 East 4th street.
 " Margaretta E. Barr, 257 East 7th street.
 Mrs. Mary E. Clark, 789 S. 5th st., Brooklyn,
 E. D.

MUSIC TEACHER.

George H. Curtis, Spring Valley, New Jersey.

DRAWING TEACHER,

Charles Severin, 179 East 23d street.

JANITOR.

Charles Stites, in the building.

Grammar School No. 5.

222 Mott Street, Fourteenth Ward.

BOYS' DEPARTMENT.

- M. A. Birmingham, 309 East 21st street.
 Francis J. Gallagher, 350 West 25th street.
 Joseph Bernhardt, 225 East 4th street.
 Miss Leonora E. Cronin, 246 Mott street.
 " Catharine M. Murphy, 74 Crosby street.
 " Catharine T. Kelly, 199 Mulberry street.

GIRLS' DEPARTMENT.

- Miss Mary J. Dowlin, 179½ Forsyth street.
 " Helena Connolly, 232 East 48th street.
 " Emma J. Scatliff, 342 East 9th street.
 " Sarah C. Martin, 322 East 16th street.

PRIMARY DEPARTMENT.

- Miss Mary E. McGill, 227 Mulberry street.
 Mrs. Eliza A. R. Sullivan, 230 Division street.
 Miss Eliza A. McCosker, 67 Marion street.
 " Mary M. Goodwin, 124 Mott street.
 " Ellen T. Monegan, 137 Mott street.
 " Margaret E. Kelly, 199 Mulberry street.
 " Mary E. Plunkitt, 194 Mulberry street.
 " Sarah T. Sharkey, 66 Third street,
 " Mary F. Finnegan, 447 West 33d street.

MUSIC TEACHER.

George W. Pettit, 40 East 66th street.

DRAWING TEACHER.

Francis O'Ryan, 1073 Second avenue.

JANITOR.

Patrick Droum, in the building.

Grammar School No. 6.

Randall's Island, Twelfth Ward.

BOYS' DEPARTMENT.

- Thomas P. Okie, 223 East 118th street.
 Miss Julia M. McKeivite, 276 East 58th street.
 Mrs. Mary McMartin, 328 East 121st street.
 Miss Emma L. Smith, 153 East 120th street.
 " Mary A. Oeters, 2249 2d avenue.
 " Maria L. Donohue, 343 East 119th st.

DRAWING TEACHER.

Miss Julia C. Van Wagennnen, 13 East 49th st.

PRIMARY DEPARTMENT.

Mrs. Harriet J. Spofford, 1307 Fourth av.

- Miss Margaret Hebbard, 217 East 87th street.
 " Mary A. Green, 234 East 119th street.
 " Elizabeth M. Hammond, 234 East 119th street.
 " Bridget S. Colgan, 205 East 36th street.
 " Emma L. Lucke, 89th street, bet. 8th and 9th aves.
 " Annie M. Bell, Morrisania, 4th av., Irving place.
 Miss Kate J. Bell, Morrisania, 4th av., Irving place.
 " Kate O'Brien, 239 East 127th street.

MUSIC TEACHER.

Hubbard A. Daly, 240 East 121st street.

JANITRIX.

Mrs. Mary Kennady, 514 East 119th street.

Grammar School No. 7.

60 *Chrystie street, Tenth Ward.*

BOYS' DEPARTMENT.

- J. Frank Wright, 25 East 4th street.
 Edward D. Farrell, 446 West 41st street.
 Geo. F. Behringer, West New Brighton, S. I.
 Miss Mary C. Lawrence, 198 Madison street, Brooklyn.
 " Theresa Leick, 104 East 4th street.
 " Mary J. Vail, 107 Orchard street.
 " Josephine E. Rogers, 137 Bloomfield st., Hoboken, N. J.

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- Miss Sarah A. Bunker, Riverside, Conn.
 " Catharine V. Davis, 240 West 14th street.
 " Ellen L. Chapman, 249 East 71st street.
 Mrs. Margaret W. Moses, 328 East 117th st.
 Miss Maria A. Melvin, 670 Baltic street, B'lyn.
 " Mary V. Childs, 359 West 15th street.
 " Martha F. Crowe, 223 East 34th street.
 " Rebecca E. Jones, 264 Skillman street, Brooklyn.
 " Sarah Price, 45 Division street.

PRIMARY DEPARTMENT.

- Miss Emilia Sauer, 82 Second street.
 " Helen V. Stagg, 9 Rutgers street.
 Mrs. Charlotte F. Howard, 240 Clinton street.
 Miss Sarah J. Tooker, 115 Forsyth street.
 " Sophia F. Smith, 18 Ogden pl., Newark, N. J.
 " Alice E. La Barte, 230 Clinton street.
 " Lena Michaelis, 232 East 36th street.
 " Johanna F. Dowling, 106 4th street.
 " Margaret M. Grady, 35 Madison street.

- Miss Lizzie S. Smith, 178 Bowery.
 Mrs. Hannah V. Ludlum, 90 State st., B'lyn.
 Miss Margaret Reilly, 32 Hester st.
 " Tillie E. Ludlam, 49 3d street.
 " Amelia S. Killian, 101 Eagle st., Greenpoint, L. I.
 " Joanna Rourke, 18 Lafayette place.
 Mrs. Mary Teller, 91 5th st., Brooklyn, E. D.

MUSIC TEACHER.

George F. Bristow, Morrisania.

GERMAN AND FRENCH TEACHER.

Anton Fuster, 89 Norfolk street.

DRAWING TEACHER

- M. D.—Herman P. Smith, 127 11th st., B'lyn.
 F. D.—Charles Severyn, 246 East 30th street.

JANITOR.

David Knipe, 50 Eldridge street.

Grammar School No. 8.

No. 66 Grand street, Eighth Ward.

BOYS' DEPARTMENT.

- George H. Moore, 52 East 83d street.
 John T. Maguire, 47 King street.
 Miss Mary C. Hackett, 165 2nd street, Jersey City.
 " Sarah E. Hopper, 219 West 15th street.
 " Marie A. Serre, 160 West 10th street.
 " Ophelia A. Jennings, 119 Varick street.

GIRLS' DEPARTMENT.

- Miss Charlotte White, 339 West 20th street.
 " Annie E. Scofield, 403 West 33d street.
 " Georgianna Dugan, 261 West 4th street.
 " Isabella Craig, 10th st., Hoboken, N. J.
 Mrs. Emma T. Kilmer, 18 Jones street.
 " Mary D. Loomis, 204 West street.

PRIMARY DEPARTMENT.

- Miss Christina L. Dugan, 261 West 4th street
 " Margaret Felt, 255 Sixth avenue.
 " Angelean Willett, 458 Pacific st., B'lyn.
 " Rushanna Thoms, 137 Macdungal street.
 " Juliette Pearson, 50 East 125th street.
 " Annie E. Carlisle, 210 South 8th street, Williamsburg.
 " M. Louisa Qua, 14 Commerce street.
 " Henrietta W. Thoms, 137 Macdungal st.
 " Mary E. Gager, 211 2nd st., J. C., N. J.
 " Sarah Graham, 312 West 4th street.
 " Almira B. Houseworth, 177 Grand street, J. C., N. J.

MUSIC TEACHER.

Francis H. Nash, (F. & M. D.) Morrisania.

PRIMARY DEPARTMENT.

Miss Annie Eager, 103 West 13th street.

DRAWING TEACHER.

Miss Almira C. Fitz, 239 East 18th street.

JANITRIX.

Mrs. Susan Mackey, in the building.

Grammar School No. 9.*82d street, cor. Eleventh avenue, Twenty-second Ward.*

BOYS' DEPARTMENT.

J. P. McIvor, 113th street, bet. 2d & 3d aves.

W. J. Skiffington, 314 West 47th street.

Miss Mary Macfarlan, 96th street and B'vard.

" Mary E. Smith, 604 West 49th street.

GIRLS' DEPARTMENT.

Miss Annie V. Fox, 444 West 43d street.

" Adeline F. Pell, 104 West 42d street.

" Ellen C. Phillips, 411 West 34th street.

" Gertrude E. Ray, 418 West 55th street.

" Agatha A. Ray, 418 West 55th street.

MUSIC TEACHER.

Mrs. A. Mahon (M. & F. Department).

FRENCH TEACHER.

J. Morvillier, (F. D.) 789 Sixth avenue.

DRAWING TEACHER.

Miss E. C. Fox, (F. D.) 444 West 43d street.

JANITRIX.

Mrs. Esther Wunenburg, opposite the school-house.

Grammar School No. 10.*Wooster street, near Bleecker, Fifteenth Ward.*

BOYS' DEPARTMENT.

Hiram M. Sanborn, corner Maple and Whiton streets, J. C.

Thomas G. Williamson, 273 West 36th street.

Charles S. Clarke, Jr., 223½ York street, J. C.

Miss Maria J. Noon, 234 Fifth avenue.

" Sarah A. Davis, 181 West 4th street.

" Eunice D. Rehorn, 213 East 50th street.

" Mary Brecht, Town of Union, N. J.

Mrs. Helen J. Townsend, 216 South 3d street, Brooklyn, E. D.

GIRLS' DEPARTMENT.

Mrs. Frances A. Pond, 420 East 52d street.

Miss Marie Barker, 1 Sixth avenue.

" Charlotte Barr, 353 West 15th street.

" Kate Lockman, 235 West 10th street.

" Lucy J. Ham, Jamaica, L. I.

" Mary A. Martin, 96 Bank street.

" Emilie A. Curtis, 77 Horatio street.

" Laura Tracy, 17 Barrow street.

" Carrie C. Vanderbilt, 308 West 11th st.

PRIMARY DEPARTMENT.

Miss M. Eliza Purdy, 143 East 46th street.

" Marion Bliven, 219 West 10th street.

" Sarah Faulds, 219 East 45th street.

Mrs. Mary A. Connell, 27 West 4th street.

Miss Mary Cunningham, 233 Mulberry street.

" Mary Burg, 158 Montgomery street, J. C.

" Cassie Sleight, 111 Leroy street.

" Anna Habberlin, 300 Mott street,

" Kate Moore, 154 Varick street.

" Harriet L. Rütter, 152 West 13th street.

" Emily B. Smith, 108 West 39th street.

" Alice T. Knox, 306 West 19th street.

SCIENCE TEACHER.

George Moore, 54 East 83d street.

MUSIC TEACHER.

George F. Bristow, Morrisania, N. Y.

GERMAN TEACHER.

Miss Helene Muller, 229 East 123d street.

DRAWING TEACHER.

Edward Miller, 134 Second avenue.

JANITRIX.

Jane E. Robinson, in the building.

Grammar School No. 11.*17th street, near 8th avenue, Sixteenth Ward.*

BOYS' DEPARTMENT.

Alonzo Hopper, Flushing, L. I.

John H. Myers, West Farms, N. Y.

Silas W. Randall, 265 West 32d street.

George M. Mitchell, 439 West 19th street.

Christopher Gregory, 69 Eighth avenue.

Miss Margaret A. Boak, 154 Waverly place.

" Elizabeth N. Beale, 170 West 10th st.

" Charles Ecker, 453 West 17th street.

" Marie C. Lamb, 213 West 25th street.

" Sarah M. McCormick, 232 7th avenue.

" Henrietta Woodman, 338 West 19th st.

SPECIAL TEACHER.

Frank Melville, Drawing, 192 Prince street, Brooklyn.

PRIMARY DEPARTMENT.

Miss Abby N. Beale, 170 West 10th street.
 " Harriet F. Howe, 311 West 17th street.
 " Mary F. Vandervoort, 478 West 34th st.
 " Wilhelmine Snyder, 221 West 24th st.
 " Annie Murphy, 360 West 29th street.
 " Elizabeth Thorne, 192 West 4th street.
 " Martha Boiles, 423 West 18th street.
 " Barbara Evans, 363 West 15th street.
 " Grace Barnes, 286 9th avenue.
 " Anna Taggart, 151 West 16th street.
 " Margaret J. Kernahan, 109 West 16th st.
 Mrs. Lucy D. Terhune, 697 Washington st.
 Miss Anna McGeachy, 203 East 60th street.

FRENCH TEACHER.

George Batchelor, St. Charles Hotel, B'way.

JANITOR.

Rody Rinn, in the building.

Grammar School No. 12.

371 Madison street, Seventh Ward.

BOYS' DEPARTMENT.

John J. Delaney, 222 Henry street.
 John F. Townley, 278 Henry street.
 Patrick O'Reilly, 190 Monroe street.
 Miss Mary Ankers, 23 Fourth street, Williamsburg.
 " Margaret V. Smith, 250 Clinton street.
 " Sara G. Clarke, 374 East 4th street.
 " Mary G. Brown, 81 Moore street.
 " Mary E. Dillon, 127 Madison street.

DRAWING TEACHER.

Francis O'Ryan, 1209 East 21st street.

GIRLS' DEPARTMENT.

Miss Anna M. Marsh, 31 Vanderbilt avenue, Brooklyn.
 " Sarah A. Ball, 13 Attorney street.
 " Julia Delaney, 222 Henry street.
 " Mary C. O'Brien, 35 Vanderbilt avenue, Brooklyn.
 " Bertha Leopold, 243 East Broadway.
 " Kate Hayes, 186 Monroe street.
 " Mary Cullivan, 248 Monroe street.
 " Margaret A. Alexander 216 East B'way.

DRAWING TEACHER.

Miss Cecilia Bassie, 327 East 17th street.

PRIMARY DEPARTMENT.

Miss Carrie V. Franklin, 181 South 5th st., Brooklyn.
 Miss Fannie Murray, 675 Myrtle avenue, Brooklyn.
 Miss Annie M. Twigg, 24 Montgomery st.
 " Bridget F. McCullow, 31 Rutgers street.
 " Maggie T. Mulvey, 169 Madison street.
 " Bridget K. O'Brien, 503 Bergen street, Brooklyn.
 Miss Mary E. Hurnedy, 355 Cherry street.
 " Maria T. Barrett, 149 East 83d street.
 " Jennie L. Poole, 43 Montgomery street.
 " Julia L. Lennon, 19 Henry street.
 " Annie T. McGuire, 390 Madison street.
 " Mary K. Hanley, 279 Jay st., Brooklyn.
 " Lizzie A. McMahon, 46 Henry street.
 " Lizzie McCarthy, 34 Scannell street.
 Mrs. Eliza R. Theall, 71 South 5th st., B'lyn.
 Miss Elmore Panlow, 241 Sixth avenue.

MUSIC TEACHER.

Miss Kate Fitzpatrick, 75 Madison street.

GERMAN TEACHER.

Charles Rau, 333 Broome street.

JANITOR.

Patrick Maher, in the building.

Grammar School No. 13.

No. 239 Houston street, Seventeenth Ward.

BOYS' DEPARTMENT.

Leonard Hazeltine, 56 East 61st street.
 Henry C. Litchfield, 231 Adams st., B'lyn.
 Phillip O'Ryan, 71 Troutman st., B'lyn, E.D.
 Charles P. Fagnani, 39 East 33d street.
 Miss Louisa R. Bildersee, 129 West 44th st.
 Mrs. Rachel B. Hall, 43 Ryerson st., Br'klyn.
 Miss Annie B. Gray, 5 Pitt street.
 " Lizzie Cloherty, 148 Java st., Greenp't.
 " Mary A. Smith, 39 West 43d street.
 " Catharine D. McIntosh, 243 East 21st st.
 " Alice Sterling, New Rochelle.
 " Eliza E. Harnett, 90 Front st., Brookl'n.

MUSIC TEACHER.

J. Frank Bartlette, 48 West 11th street.

GERMAN TEACHER.

Phillip H. Grunenthal, 84 Avenue A.

DRAWING TEACHER.

Frank Melville, 192 Prince street, Brooklyn.

GIRLS' DEPARTMENT.

- Miss Anna M. Hazard**, 159 Clinton street.
 " **Anna M. Power**, 31 Dominick street.
 " **Adeline S. Lyon**, 314 East 15th street.
 " **Susannah Fisher**, 321 East 9th street.
 " **Emma M. Sill**, 156 3d st., Brooklyn, E. D.
 " **Margaret B. Milton**, 108 1st street.
 " **Lucinda Gamble**, 339 Union street.
 " **Gertrude A. Pettinrew**, 209 East 46th st.
Mrs. Anna E. Snyder, College avenue, near 145th street.
 " **Kate M. Twomey**, 141 Mulberry street.
Miss Charlotte A. Keeler, 85 East 4th street.
 " **Susie Roberts**, 529 Second avenue.
 " **Phebe A. Kendall**, 175 East 85th street.

MUSIC TEACHER.

J. Frank Bartlette, 48 West 11th street.

DRAWING TEACHER.

Frank Melville, 192 Prince st., Brooklyn.

PRIMARY DEPARTMENT.

- Mrs. Mary L. Haggerty**, 173 Carlton avenue, Brooklyn.
Miss Maria T. Maddin, 55 St. Mark's place.
 " **Carrie E. Noe**, 314 East 15th street.
 " **Mary A. McCaffery**, 330 East 12th street.
 " **Nellie A. Cogan**, 177 First avenue.
 " **Annie T. Gleese**, 302 East 31st street.
 " **Teresa Riley**, 185 East 79th street.
Mrs. Margaret Bonney, 159 Allen street.
Miss Sarah Van Ness, 85 South 2d st., B'lyn.
 " **Katie Lynch**, 368 Third avenue.
 " **Charlotte Roberts**, 529 Second avenue.
 " **Eliza G. Haughey**, 124 St. Mark's place.
 " **Jennie Moran**, 126 East 27th street.
 " **Susie McIntosh**, 243 East 21st street.
 " **Mary L. Jacobs**, 245 East 24th street.
 " **Mary Reynolds**, 270 East 10th street.
 " **Angela Gallagher**, 323 East 38th street.
 " **Eva Merrill**, 423 Ninth avenue.
 " **Isabella Roy**, 404 West 29th street.
 " **Helen A. Brady**, 311 East 14th street.

MUSIC TEACHER.

J. Frank Bartlette, 48 West 11th street.

JANITOR.

Peter Rade, in the building.

Grammar School No. 14.

225 East 27th street, Twenty-first Ward.

BOYS' DEPARTMENT.

- La Fayette Olney**, 352 West 42d street.
Abner B. Holly, 536 Third avenue.
Thomas Fanning, Mount Vernon.
Nicholas J. Maybee, 209 East 46th street.
Miss Rosina G. Hartman, 401 West 38th st.
 " **Mary J. Lennon**, foot of 135th st., 11'lem-
Michael J. A. O'Donnell, 24 East 85th street.
Miss Bessie Roden, 225 East 26th street.
 " **Ella F. Goodwin**, 554 West 51st street.
 " **Emma V. Taylor**, 258 West 26th street.
 " **Isabel H. Cameron**, 227 Tenth avenue.
 " **Susan Cooney**, 319 East 41st street.
 " **Barbara E. Johnson**, 310 East 25th st.
Arnold Selisberg, 234 East 32d street.
James Candler, 235 East 33d street.
Miss Agnes M. Mullane, 923 East 46th street.
 " **Mary G. Hanley**, 19 East 12th street.

DRAWING TEACHER.

John Van Everen, 331 West 48th street.

GIRLS' DEPARTMENT.

- Miss Caroline F. Whiting**, 128 East 12th st.
 " **Sarah A. Seely**, 234 East 31st street.
 " **Gertrude L. Simpson**, 305 East 20th st.
 " **Sarah J. Burke**, 87 East 10th street.
 " **Elsie Parkhurst**, 140 East 59th street.
 " **Mary S. S. Kennedy**, 211 East 127th st.
 " **Alida J. Woolley**, 334 East 31st street.
 " **Lydia M. Randall**, 238 East 40th street.
 " **Alice A. Davis**, 333 East 23d street.
 " **Frances M. Barndollar**, Tremont.
 " **Fanny Merritt**, 52 East 20th street.
 " **Mary W. Hatch**, 52 East 20th street.
 " **Mary F. Pine**, 1029 Third avenue.
 " **Emily D. Flannery**, 157 East 28th street.
 " **Rosina T. Rooney**, Long Island City.
Mrs. Carrie F. Shorey, 434 Fourth avenue.

DRAWING TEACHER.

Miss Susan Leverich, 210 East 36th street.

PRIMARY DEPARTMENT.

- Miss Kate H. Myers**, 471 West 23d street.
 " **Annie R. Peacock**, 36 Dodworth street,
 Brooklyn, E. D.
 " **Mary Barnes**, 318 West 19th street.
 " **Clara E. Ives**, Elizabeth, N. J.
 " **Sarah J. Molloy**, 220 East 78th street.
 " **Kate McBernie**, 325 East 23d street.

Miss Cassie M. Doake, 723 Greenwich street.

- " Emma Perry, 251 Hall street, Brooklyn.
- " Margaret A. Carter, 146 East 54th street.
- " Elizabeth A. Burns, 182 Mulberry street.
- " Susie C. Todd, 408 East 79th street.
- " Mary H. Brown, 205 East 31st street.
- " Cassie F. Burke, 302 East Broadway.
- " Cassie A. Keogh, 216 East 36th street.
- " Kate F. Brady, 310 East 25th street.
- " Annie R. Davies, 251 West 22d street.
- " Mary A. Potts, 143 East 32d street.
- " Annie A. Sowarby, N. W. corner 89th street and Madison avenue.
- " Sarah R. Edelman, 320 West 40th street.
- " Mary E. Dougherty, 515 Hicks st., B'lyn.
- " Lizzie J. Davies, 251 West 22d street.

MUSIC TEACHER.

Francis H. Nash, Morrisania.

FRENCH TEACHER.

John Moran, 208 East 10th street.

JANITOR.

John Doren, in the building.

Grammar School No. 15.

728 5th street, Eleventh Ward.

BOYS' DEPARTMENT.

- N. P. Beers, 3 Fifth avenue.
- Jas. J. McCoy, 343 East 42d street.
- Alanson Palmer, Astoria, L. I.
- H. W. Schnerberger, 247 West 49th street.
- Miss Louisa S. Murray, 246 East 60th street.
- " Sarah A. Messenger, 106 8th street, Williamsburg.
- " Bertha Fribourg, 320 East 30th street.
- " Emma G. Farr, Arlington, New Jersey.
- " Martha Hunter, 84 Columbia street.
- " Mary A. Beilby, 89 South 1st street, Williamsburg.
- " Anna M. Donahue, 569 Lafayette avenue, Brooklyn.
- " Fannie Auld, 184 Division avenue, B'lyn.
- " Fannie K. Lewis, 143 West 20th street.

MUSIC TEACHER.

Geo. W. Pettit, 40 East 60th street.

DRAWING TEACHER.

Francis Melville, 192 Prince street, Brooklyn.

GIRLS' DEPARTMENT.

- Miss Urania Downs, 106 East 46th street.
- " Urania D. Secor, 106 East 46th street.
- " Henrietta Katkamier, 42 South 9th street, Brooklyn.
- Mrs. Araminta Knouse, 325 Leonard street, Brooklyn.
- Miss Frances S. Webb, 296 Ewen st., B'lyn.
- " Maggie E. Dodd, 42 South 9th st., B'lyn
- " Helen A. Fuller, 129 East 10th street.
- " Maggie S. Murphy, 744 5th street.
- " Emma Paul, 745 5th street.
- " Katie Lyon, 112 Avenue C.
- Mrs. Martha A. Gilbert, 77 East 4th street.
- Miss Emma E. Rea, 748 Sixth street.
- " Kate A. Wiltsie, 739 East 5th street.

MUSIC TEACHER.

Francis H. Nash, Eltona.

DRAWING TEACHER.

Francis Melville, 192 Prince street, Brooklyn.

PRIMARY DEPARTMENT.

- Mrs. Sarah A. Jarvis, 102 Wilson st., B'lyn.
- Miss Kate E. Hendrickson, 302 East 51st st.
- " Margaret A. Keller, 321 East 11th street.
- " Annie T. Moran, 284 East 2d street.
- " Lydia A. Arkills, 108 Colyer st., G'point.
- " Amelia A. Howe, 72 Morton street, B'lyn.
- " Rosa Lee, 87 Cannon street.
- " Mary C. De Motte, 139 Java street, G'pt.
- " Mary A. Jennings, 38 10th street, B'lyn.
- " Sarah J. Hamilton, 608 East 9th street.
- " Sarah E. Baker, 134 Lewis street.
- " Margaret Gibbons, 86 Spencer street, Brooklyn.
- " Matilda F. Smith, 115 Cannon street.
- " Elizabeth Jackson, 367 East 8th street.
- " Sarah E. Weed, 36 Avenue D.
- " Mary E. Rowan, 610 5th street.
- " Minnie Landerman, 623 East 11th street.
- " Clotilda L. Carroll, 387 8th street.
- " Elizabeth P. Richards, 27 N. Washington square.
- Mrs. Henrietta M. Grinton, 143 West 15th st.

MUSIC TEACHER.

Miss Olive E. Barber, Taylor street, Brooklyn.

JANITOR.

Cornelius Clifford, in the building.

Grammar School No. 16.

13th street, near Seventh avenue, Ninth Ward.

BOYS' DEPARTMENT.

J. H. Zabriskie, Mount Vernon, Westchester County.

Oscar P. Howe, 668 Eighth avenue.

Theo. D. Camp, 343 West 18th street.

Henry M. Leipziger, 974 Third avenue.

Miss Georgiana Harriot, 353 West 30th street.

" Editha L. Ashby, 106 Hamilton street, Brooklyn.

" Jane Carpenter, 163 Charles street.

" Kate O'Donnell, 253 West 16th street.

" Jane E. Fagan, 210 Waverly place.

" Charlotte E. Moore, 117 West 16th st.

" Anne Peterson, 143 West 15th street.

" Marion Murray, 297 Seventh avenue.

" Laura G. Kenny, 20 Clarkson street.

" Mary E. McKee, 237 West 24th street.

GERMAN TEACHER.

Oscar Weineck, 414 East 51st street.

PRIMARY DEPARTMENT.

Miss Mary Oliver, 148 Franklin street.

" Ellen Finegan, 404 West 22d street.

" Emily Golder, 86 Grove street.

Mrs. Anna B. Katkamier, 43 Greenwich av.

Miss Augusta V. Hanson, 107 Waverly place.

" Emma L. Barnes, 524 Hudson street.

" Angie Hall, 93 Perry street.

JANITOR.

Joseph H. Edgerly, in the building.

Grammar School No. 17.

47th street, near Ninth avenue, Twenty-second Ward.

GIRLS' DEPARTMENT.

Miss Amelia Kiersted, 125th street, corner Seventh avenue.

" Caroline B. Wardlaw, 43 East 9th st.

" Jennie Mackenzie, 72d street, between Eighth and Ninth avenues.

" Mary E. O'Reilly, 259 West 23d street.

" Cath. C. A. McGean, 864 Eighth avenue.

" Agnes McCartney, 319 West 43d street.

" Amelia Carey, 124 East 117th street.

" Mary Allen, 273 West 52d street.

" Frances H. McNally, 209 West 124th st.

Miss Kate T. O'Keefe, 14 Rivington street.

" Isabella C. Scarlett, 10 Stryker's lane.

" Emily A. Garvey, 304 West 48th street.

Mrs. Emily E. Grinton, 255 Centre street.

Miss Mary E. Kelly, 448 West 49th street.

" Helen L. Curtis, 423 West 43d street.

" Alpersyden G. Kidd, 425 West 50th st.

" Emma A. McGean, 864 Eighth avenue.

" Sarah M. Redfield, 200 West 125th street.

" Susan A. Haight, 75 East 10th street.

" Teresa M. O'Brien, 341 West 50th street.

" Martha Masterson, 544 West 117th st.

" Urvilville A. Wilbur, 213 West 49th st.

PRIMARY DEPARTMENT.

Mrs. Mary McCloskey, 326 West 14th street.

Miss Annie Maxwell, 253 1st st., Jersey City.

" Maria T. Daly, 317 West 45th street.

" Eliza H. Fay, Yonkers.

" Teresa V. Bannan, 301 West 36th street.

" Honora Hogan, 434 West 25th street.

" Emily S. Page, 321 West 42d street.

" Julia Collins, 321 West 37th street.

" Carrie E. Parson, 333 West 43d street.

" Ellen Foyle, 322 West 26th street.

" Elizabeth Commerford, 552 West 46th st.

" Mary E. Kain, 121 West 46th street.

" Jennie Skiffington, 314 West 47th street.

" Sarah J. Thornton, 259 West 43d street.

" Annie Dunn, 117 East 26th street.

" Mary Byron, 512 West 55th street.

" Jane McDonald, 418 West 56th street.

" Mary Anderson, 342 Third avenue.

Mrs. Teresa B. O'Neil, 257 West 43d street.

Miss Martha Aston, 10th avenue, bet. 82d and 83d streets.

" Emma A. Sparks, 305 West 48th street.

" Henrietta Ryder, 608 West 47th street.

" Carrie Hamlyn, Tremont.

" Mary Parson, 301 West 43d street.

" Charlotte A. Moore, 345 West 28th st.

DRAWING TEACHER.

Miss Emily Fox, 444 West 43d street.

MUSIC TEACHER—GRAMMAR DEPARTMENT.

F. H. Nash, Morrisania.

MUSIC TEACHER—PRIMARY DEPARTMENT.

Mrs. Henrietta Seebach, 418 West 44th street.

FRENCH TEACHER.

J. Morvillier, 739 Sixth avenue.

GERMAN TEACHER.

John H. Mayer, 802 Ninth avenue.

JANITOR.

John Cokely, in the building.

Grammar School No. 18.

51st street, near Lexington avenue, Nineteenth Ward.

BOYS' DEPARTMENT.

Wilbur F. Hudson, 349 East 55th street.
 James Murphy, 308 East 52d street.
 Frank J. Coleman, 307 East 51st street.
 Alfred K. Lanpher, 331 East 41st street.
 Alden B. Farnham, 305 East 30th street.
 Miss Jane McNespie, 151 East 90th street.
 " Elizabeth A. Clare, 237 East 105th street.
 " Rachel Davies, 233 East 57th street.
 " Annie C. Falvey, 149 East 51st street.
 " Margaret A. Cowhey, 200 East 39th st.
 " Mary C. Collins, 169 Elm street.
 " Ellen M. Cremin, 213 East 51st street.

GERMAN TEACHER.

David Königsberg, 1006 Second avenue.

GIRLS' DEPARTMENT.

Miss Winifred Connolly, 232 East 48th street.
 " Mary L. Collins, 312 East 49th street.
 " Isabel E. Hoag, 32 Beekman place.
 " Hannah E. Rockwell, 220 East 36th st.
 " Margaret J. O'Donnell, 304 East 5th st.
 " Mary M. Flaherty, 331 East 30th street.
 " Kate S. Galligan, 222 East 79th street.
 " Laura Friend, 107 East 65th street.
 " Kate E. Rennell, 420 89th street.
 " Evelyn E. Boyle, 233 East 78th street.

PRIMARY DEPARTMENT.

Miss Mary E. Joyce, 336 West 59th street.
 " Jane M. Steele, 775 Second avenue.
 " Sarah E. McCusker, 424 West 35th st.
 " Helen Mills, 287 East 83d street.
 " Clarine J. Hoyt, 129 East 46th street.
 " Mary L. Hilliker, 155th st., Morrisania.
 " Eliza F. Swinney, 89 Canal street.
 " Mary A. Phillips, 53 Prospect place.
 " Fan. J. Strongitharm, 49 East 21st st.
 " Jennie G. Carroll, 307 East 62d street.
 " Annie C. Campbell, 160 East 48th street.
 " Fannie A. Ashforth, 866 3d avenue.
 " Elizabeth F. Tomney, 774 Second ave.

Mrs. Amelia A. Reynolds, 155th street, Morrisania.

Miss Mary E. Gaffney, 368 West 31st street.

" Lizzie S. Byrnes, 544 East 15th street.

" Isabella M. Torbes, 325 East 52d street.

" Kate D. Hunter, 140 29th street.

" Abbie H. Comstock, 319 East 82d street.

MUSIC TEACHER.

Anthony Davis, 411 East 83d street.

FRENCH TEACHER.

John M. Fox.

DRAWING.

Rudolph Wasserschied, 898 Second avenue.

JANITOR.

John Ryan, in the building.

Grammar School No. 19.

14th street, near First avenue, Seventeenth Ward.

BOYS' DEPARTMENT.

William Smeaton, Mount Vernon, Westchester Co., N. Y.
 Brainerd W. Maples, Westport, Ct.
 Miss Mary J. Poor, 71 South 10th st., Brooklyn, E. D.
 James Keily, 673 Sixth avenue.
 Addison J. Lyon, 213 East 11th street.
 Miss Rose A. Mullan, 336 East 12th street.
 " Susie C. Stuyvesant, 225 East 39th st.
 Mrs. Annie J. Walker, 5 Extra place.
 Miss Mary E. Cook, 397 Fourth avenue.
 Mrs. Sarah C. Church, 209 East 85th street.
 Miss Kate Fisher, 321 East 9th street.
 " Jane Ryan, 221 East 60th street.
 Edward Kossly, 247 East 58th street.

GIRLS' DEPARTMENT.

Miss Carrie Hazeltine, 61st street, East Madison avenue.
 " Mary Wilson, 167 Taylor st., Brooklyn.
 " Carrie A. Turner, 258 7th street.
 " Annie L. Whyte, 15 Third avenue.
 " Elizabeth T. Doyle, 90 Second avenue.
 " Maggie M. A. McCanary, 139 Avenue C.
 " Annie E. Baker, 60 Second avenue.
 " Cordelia S. Kilmer, 11 East 57th street.
 " Maggie V. Broderick, 229 East 9th st.
 " Kate M. Delany, 303 East 23d street
 " Lizzie L. Foy, 12 Macdougall street.

Miss Mary E. Smith, 327 East 29th street.
 " Eliza J. Broderick, 229 East 9th street.

PRIMARY DEPARTMENT.

Miss Sarah E. Buckbee, 110 East 16th street.
 " Mary C. Hepburn, 24 3d street.
 " Sarah A. Ryan, 326 East 24th street.
 " Mary H. Tompkins, 30 3d street.
 " Jane E. Haviland, 23 Trinity place, Elizabeth, N. J.
 " Mary E. Waller, 77 Christopher street.
 " Joanna M. Furlong, 415 Second avenue.
 " Mary A. McManus, 49 Macdougal street.
 " Annie McConnellogue, 585 85th street.
 " Leonora E. Banta, 530 East 21st street.
 " Emily C. Rodman, 386 3d street.
 " Esther K. Cone, 232 East 13th street.
 " Joanna M. Rourke, 411 East 9th street.
 " Katie F. Burke, 661 Seventh avenue.
 " Alice A. Buckbee, 110 East 16th street.
 " Maria Babcock, Morrisania.
 " Bertha Hummel, 207 East 17th street.
 " Rebecca Dougherty, 112 West 23d street.
 " Margaret Phelan, 348 East 20th street.

MUSIC TEACHER.

Frank Bartlett, 48 West 11th street.

FRENCH TEACHER.

Madame Fannie Carpentier, 301 East 53d st.

DRAWING.

Francis Melville, 192 Prince st., Brooklyn.

JANITOR.

William Casey, in the building.

Grammar School No. 20.

160 Christie street, Tenth Ward.

BOYS' DEPARTMENT.

Alex. Morehouse, 133 West 24th street.
 H. W. Smith, Elizabeth, N. J.
 George A. Leonard, Mount Vernon, N. Y.
 Henry M. Farrell, 141 Allen street.
 Jacob Abarhanell, 339 S. 1st st., B'lyn, E. D.
 Miss Emmeline L. Hook, 47 Second avenue.
 " Elizabeth A. McKeachnie, 226 East 117th street.
 " Elizabeth A. Hays, 65 Lexington ave.
 " Mary E. Reynolds, 331 Madison avenue.
 " Margaret Beatson, 89 Seventh avenue.

Miss Matilda L. Martin, 332 East 16th street.
 " Jane Augusta Howey, 14 Gansevoort st.

GIRLS' DEPARTMENT.

Miss Mary A. Maclay, 50 Eldridge street.
 " Matilda Davis, 240 West 14th street.
 " Lucretia F. Felter, 230 West 39th street.
 " Mary E. Kerrigan, 112 Mott street.
 " Ismena Z. Brown, 95 Conselyea street, Brooklyn.
 " Anna M. Cullen, 408 East 16th street.
 " Ida F. Peterson, 62 7th street, Brooklyn, E. D.
 " Emily M. Noe, 173 Carleton ave., B'lyn.
 " Ella Haynes, 625 Lexington avenue.
 " Mary Summerbell, 626 Leonard street, Greenpoint.

PRIMARY DEPARTMENT.

Miss Annie Thompson, Gregory avenue, Passaic, N. J.
 " Mar. A. T. Lawrence, 61 Grove street, Brooklyn.
 " Charlotte B. Charlock, 187 Duffield st., Brooklyn.
 " Agnes J. Wright, Woodside, L. I.
 " Eveline L. Clark, Mott Haven, N. Y.
 " Mary A. Brennan, 127 Wythe avenue, Brooklyn, E. D.
 " Kate G. Macklin, 279 Mulberry street.
 " Mary L. Hammel, 75th street, near First avenue.
 " Christina S. Hutchison, 54½ Taylor st., Brooklyn, E. D.
 " Jane Morgan, 53 Bleecker street.
 Mrs. Margaret C. Healey, 221 West Houston street.
 Miss Sarah R. Watkins, 161 East 74th street.
 " Harriet E. Nedwell, 230 East 26th street.
 " Rachel J. Buckman, 165 East 114th st.
 " Anna W. W. Smith, 725 Ninth avenue.
 " Addie E. Coulter, 410 West 45th street.
 " Mary G. Davis, 18 Cherry street.
 " Josephine Edwards, 16 4th street, B'lyn, E. D.
 " Isabella F. O'Neill, 156 Sullivan street.
 " Caroline A. Murray, 222 West 20th st.
 " Louisa Nichols, 164 East 114th street.
 Mrs. Matilda Sherman, 109 Chrystie street.

MUSIC TEACHER.

Geo. F. Bristow, Morrisania, N. Y.

GERMAN AND FRENCH TEACHER.

Anton Fuster, 89 Norfolk street.

DRAWING TEACHERS.

Heman P. Smith, 127 11th street, Brooklyn.
Charles Severyn, 179 East 23d street.

JANITOR.

Smith Moore, in the building.

Grammar School No. 21.

Marion street, near Prince street, Fourteenth Ward.

BOYS' DEPARTMENT.

Edward J. Delaney, 21 Horatio street.
Nicholas Mulligan, 1463 Third avenue.
Miss Ellen A. Birmingham, 309 East 21st st.
Patrick Moore, 228 Mulberry street.
Miss Isabella McConnellogue, Fourth avenue,
between 86th and 87th streets.
" Mary A. Connelly, 59 Marion street.
" Catharine F. McHugh, 68 Mott street.
" Kate A. Murphy, 56 Marion street.

GIRLS' DEPARTMENT.

Miss Maria J. Sweeney, 321 East 49th street.
" Alice A. Gormley, 192 Mulberry street.
" Mary A. Muldoon, 173 Hester street.
" Ellen McCloskey, 243 Delancy street.
" Mary L. McGrade, 58 Marion street.
" Mary E. Kale, 774 Second Avenue.

PRIMARY DEPARTMENT.

Miss Catharine M. Connor, 476 Lexington
avenue.
" Mary J. Willoughby, 311 East 41st st.
" Hannah E. Barnes, 23 2d street.
" Mary A. Newcombe, 331 East 16th st.
" Mary E. Lynch, 160 East 82d street.
" Maggie E. Tansey, 319½ East 9th street.
" Annie A. Slevin, 201 Mott street.
" Lizzie C. Kiggin, 318 Broome street.
" Mary A. McGill, 231 Mulberry street.
" Mary J. Oliver, 197 Mulberry street.
" Mary A. Curran, 43 Franklin street

MUSIC TEACHERS.

(In the Grammar Departments of the Ward.)
George W. Petit, 40 East 66th street.

(In the Primary Departments of the Ward.)
Miss Mary A. Canary, 243 East 58th street.

GERMAN TEACHER.

(Male and Female Departments.)
Robert C. Bardenwerper, 475 Pearl street.

DRAWING TEACHER.

(In Grammar Departments of the Ward.)
Francis O'Ryan, 209 East 21st street.

JANITOR.

James Hoare, in the building.

Grammar School No. 22.

Stanton street, corner Sheriff, Eleventh Ward.

BOYS' DEPARTMENT.

Sidney W. Merritt, 118 Taylor st., Brooklyn.
Arthur M. Lee, 161 West 36th street.
Abm. K. Van Vleck, Summit ave., J. C.
Miss Eliza B. Beilby, 89 South First st., B'lyn.
" Agnes Koenen, 97½ East Seventh street.
" Mary E. Clark, 325 East 65th street.
" Adolphine Paegelow, 215 E. Seventh st.
" Lizzie Milligan, 299 East Seventh street.
" Maggie Burns, 233 East Seventh street.

SPECIAL TEACHERS.

Francis H. Nash, Music Teacher, Morrisania.
Francis Melville, Drawing Teacher, B'lyn.

GIRLS' DEPARTMENT.

Miss Frances J. Murray, 246 E. 60th street.
" Elizabeth A. Devereux, 246 E. 60th st.
" Marion W. Holly, 236 Fifth street.
" Caroline T. Huston, 148 Powers st., B'lyn.
" Cornelia Howe, 72 Morton st., Brooklyn.
Miss Rachel J. Wilbur, 126 Avenue C.
" Rose Riegelmann, 316 Fifth street.
" Martha C. Milton, 108 First street.
" Lizzie Murray, 386 Third street.

SPECIAL TEACHERS.

Francis H. Nash, Music Teacher, Morrisania.
Francis Melville, Drawing Teacher, 192 Prince-
street, Brooklyn.
Miss Helen Stein, Teacher of German, 5 Mit-
chell pl.

PRIMARY DEPARTMENT.

Miss Julia A. Bell, 24 Third street.
" Annie M. Murray, 246 East 60th street.
" Eugenia Green, 247 East 50th street.

Miss Amelia Quick, 233 Clermont ave., B'lyn.

" Mary F. Hasson, 335 East Fourth street.

" Rebecca M. Graham, 240 Seventh street.

" Betsie Robertshaw, 210 W. 17th street.

" Sarah Oldenburg, 270 Rivington street.

" Amelia Repper, 20 Avenue C.

" Mary E. Macrae, 8 Columbia street.

Mrs. Josephine Ross, 114 India st., Greenp't.

" Euphemia Hamilton, 715 E. Ninth st.

Miss Lizzie Fitzgerald, 521 Pearl street.

" Minnie Schadel, 640 East Ninth street.

" Margaret La Mond, 29 Sheriff street.

" Hannah R. Phillips, 195 Grand street.

" Susan E. Crummy, 607 East 11th street.

MUSIC TEACHER.

Miss Olive E. Barber, 156 Taylor st., B'klyn.

JANITOR,

William A. B. Wade, in the building.

Grammar School No. 23.

32 City Hall Place, Sixth Ward.

BOYS' DEPARTMENT.

Hugh P. O'Neil, 187 Monroe street.

Wm. O'Brien, 312 East 86th street.

Miss Mary Lawlor, 175 Eldridge street.

" Jane McInroy, 58 Prince street.

" Leonora Crissey, 12 Commerce street.

" Julia Meaney, 389 Third avenue.

" Elizabeth Doyle, 51 Beach street.

" Rose M. Keefe, 175 Henry street.

MUSIC TEACHER.

George Rexford, 41 Morton street.

DRAWING TEACHER.

Wm. Heinmuller, 428 Eighth avenue.

GIRLS' DEPARTMENT.

Miss Mary J. Gallagher, 46 Hester street.

" Mary J. McDermott, 137 Madison street.

Miss Margaret A. Riley, 38 North Moore st.

" Elizabeth Wagner, 33 City Hall place.

" Esther Phillips, 195 Grand street.

" Teresa Atkinson, 131st st. & 5th ave., Harlem.

" Eliza McAndrew, 165 East 33d street.

MUSIC TEACHER.

George Rexford, 41 Morton street.

DRAWING TEACHER.

Wm. Heinmuller, 428 Eighth avenue.

PRIMARY DEPARTMENT.

Miss Rose M. O'Neil, 187 Monroe street.

" Catharine Duffy, 155 East 33d street.

" Mary Quinn, 69 Mulberry street.

" Esther Murphy, 24 Pitt street.

" Ellen E. McDermott, 131 Madison street.

" Sarah Warren, 115 East 85th street.

" Kate F. Farrell, 51 Market street.

" Dora Neylan, 101 Hudson street.

" Ellen Walsh, 122 East 13th street.

" Eileen Baurens, 38 Talman street, B'lyn.

MUSIC TEACHER.

George Rexford, 41 Morton street.

JANITOR.

James Ryan, in the building.

Grammar School No. 24.

68 Elm street, Sixth Ward.

BOYS' DEPARTMENT.

James M. Sweeny, 264 Jay street, Brooklyn.

Michael J. Dwyer, 121 Worth street.

Miss Mary Sheren, 92 Varick street.

" Mary Murphy, 30 Laight street.

" Mary E. Martin, 90 Varick street.

" Honora M. O'Neil, 187 Monroe street.

" Margaret McKeon, 13 Prince street.

DRAWING TEACHER.

William Heinmuller, 428 Eighth avenue.

GIRLS' DEPARTMENT.

Miss Margaret A. McCosker, 309 West 14th st.

" Honoria D. Hogan, 294 Madison street,

" Jane A. Grant, 309 West 14th street.

" Mary T. Green, 54 East Broadway

" Mary Waddell, 336 West 11th street.

" Mary A. O'Rorke, 303 West Houston st.

" Adelia O'Rorke, 303 West Houston st.

" Louisa Baurens, 38 Talman street, B'lyn.

DRAWING TEACHER.

Hyman P. Smith, 127 11th street, Brooklyn.

PRIMARY DEPARTMENT.

Mrs. Mary S. McDermott, 75 East 10th street.

Miss Honora R. Sweeny, 264 Jay st., B'lyn.
 " Elizabeth McHugh, 68 Mott street.
 " Catharine McLaughlin, 298 Jay st., B'lyn.
 " Mary J. Mulledy, 54 Wall street.
 " Louisa Harsh, 470 Pearl street.
 " Kate Garrett, Stapleton, Staten Island.
 " Eliza J. McGrath, 10 Franklin street.

MUSIC TEACHER.

George C. Rexford, 35 Morton street.

JANITOR.

James Wymbs, in the building.

Grammar School No. 25.

5th street, near First avenue, Seventeenth Ward.

BOYS' DEPARTMENT.

Robert H. Pettigrew, 209 East 46th street.
 James Burke, 194 18th street, Brooklyn.
 William C. Hess, 333 6th street.
 Miss Minnie A. Flowery, 73 St. Mark's place.
 " Mary J. Price, 361 East 49th street.
 " Lizzie A. Crommelin, 88 Perry street.
 " Lillie Swain, 28 St. Mark's place.
 " Adell Egbert, 52 3d street, Brooklyn.
 " Thusnelda Gorenflo, 162 Forsyth street.
 " Mary J. McCoy, 56 Jane street.

GERMAN TEACHER.

Adam E. Schulte, Twelfth avenue, Astoria.

GIRLS' DEPARTMENT.

Miss Hannah A. Sill, 156 3d st., B'lyn, E. D.,
 " Caroline L. Langbein, 107 Norfolk st.
 Mrs. Julia Collier, 315 East 13th street.
 Miss Elizabeth Schaefer, 327 East 13th st.
 " Emma V. Elliott, 120 Washington street,
 Newark, N. J.
 Miss Antoinete Jansen, Cambridge avenue,
 Jersey City.
 Miss Helen J. Baulch, 172 Essex street.
 " Hattie W. Esler, 310 East 27th street.
 " Carrie E. Cocks, 105 East 89th street.
 " Maggie T. O'Brien, 438 West 43d street.

GERMAN TEACHER.

Mrs. Josephine Berry, 978 Eighth avenue.

PRIMARY DEPARTMENT.

Miss Emma A. Knapp, 135 Clinton street.
 " M. Louisa Byrdsall, 310 East 19th st.

Miss Hattie L. Gillet, 21 Morton street.
 " Ella F. Gleese, 302 East 31st street.
 " Kate V. Hill, 102 N. 9th st., B'klyn, E. D.
 " Mary E. Cosgrove, 340 East 31st street.
 " Mary E. Keilley, 115 Third avenue.
 " Maggie Byrnes 314 East 37th street.
 " Anna J. Boyle, 325 East 12th street.
 " Ida J. Purdy, 34 7th street.
 " Miss Barbara M. Moore, 79 St. Mark's pl.
 " Sophie Block, 152 East 54th street.
 " Lizzie Cunningham, 75 Lexington av.
 " Emma A. Roth, 231 5th street.
 " Kate C. Kiernan, 225 East 29th street.
 " Maggie M. Marshall, 318 5th street.

MUSIC TEACHER.

J. Frank Bartlett, 48 West 11th street.

DRAWING TEACHER.

Francis Melville, 192 Prince street, B'klyn.

JANITOR.

George Kulling, in the building.

Grammar School No. 26.

Thirtieth street, near Sixth avenue, Twentieth Ward.

BOYS' DEPARTMENT.

Hugh Carlisle, 454 West 51st street.
 Charles F. Olney, 323 West 18th street.
 William H. Van Cott,
 Theodore S. Van Cott, 49 West 127th street.
 William Hayes, 21 East 22d street.
 Miss Henrietta McLennan, 450 West 25th street.
 Miss Janette McGowan, 201 Seventh av.
 " Elvira E. Neville, 218 West 33d street.
 " Charlotte Farrell, 195 Tenth avenue.
 " Sarah A. Scott, 185 East 71st street.
 " Annie Farrell, 195 Tenth avenue.
 " Elizabeth McCormac, 334 Ninth ave.
 " Emily Pitman, 589 Ninth avenue.
 " Emma L. See, 237 West 31st street.

PRIMARY DEPARTMENT.

Miss Annie A. Murray 408 West 33d street.
 " Mary E. Dimond, 235 West 36th street.
 " Mary S. Hinton, 4 West 28th street.
 " Rosalie T. Coughlan, 326 Ninth ave.
 " Jane E. Collins, 49 West 24th street.
 " Mary T. Guernsey, 40 West 29th street.

Miss Elizabeth C. O'Rourke, 518 W. 42d st.
 " Helen H. McGowan, 312 Sixth st. J. C.
 " Carrie L. Englehart, 231 Seventh ave.
 " Rachel Barnstone, 267 West 39th street.
 " Kate F. O'Gready, 204 West 36th street.
 " Minnie A. Burke, 262 West 37th street.
 " Margaret A. Cook, 263 West 39th street.
 " Janet S. Haslett, 301 West 34th street.
 " Mary J. Purdy, 321 West 26th street.
 " Mary J. Gallagher, 457 West 32d street.

MUSIC TEACHER.

George C. Rexford, 35 Morton street.

GERMAN TEACHER.

John M. Mayer,

DRAWING TEACHER.

William Heinmuller, 428 Eighth avenue.

JANITOR.

Jacob Windecker, in the Building.

Grammar School No. 27.

42d street, near 3d avenue, Nineteenth Ward.

BOYS' DEPARTMENT.

Joseph W. Cremin, 213 E. 51st st., near 3d av.
 Edward A. Page, 320 West 32d street.
 Thomson Mason, 184 Waverly place.
 John M. Fitzsimons, 252 West 19th street.
 James V. Brady, 84th st., bet. 9th & 10th ave.
 Mrs. Emily R. Graham, 79 East 10th street.
 Miss Charlotte A. Smith, 437 East 57th st.
 Mrs. Julia M. Joyce, 310 East 82d street.
 Miss Anna M. Sparks, 202 East 62d street.

GERMAN TEACHER.

Miss Louisa Krahmer, 240 8th avenue.

DRAWING TEACHER.

Rudo'ph Wassercheid, 898 2d avenue.

MUSIC TEACHER.

Anthony J. Davis, 233 East 78th street.

GIRLS' DEPARTMENT.

Mrs. Lucy O'Connell Johnson, 239 E. 30th st.
 " Joanna J. Hill, 32 Orchard street.
 Miss Mary C. Curran, 150 East 53d street.
 " Elizabeth McGuire, 71 West 46th street.
 " Alfarato A. Coughlin, West End, N. J.
 " Mary F. Hassett, 200 East 46th street.

Miss Clara Wolff, 336 East 42d street.
 " Maria F. Donegan, 326 East 52d street.

GERMAN TEACHER.

Mary Seebach, cor. 127th st. and 3d avenue.

FRENCH TEACHER.

Joseph Morvillier, 789 6th avenue.

MUSIC TEACHER.

Anthony J. Davis, 233 East 78th street.

DRAWING TEACHER.

Rudolph Wassercheid, 898 2d avenue.

PRIMARY DEPARTMENT.

Miss Elizabeth A. Martin, 123 East 70th st.
 " Lucy A. Scanlon, 69th st. near 1st ave.
 " Kate L. Rush, 60 East 53d street.
 " Eliza J. McElvaney, 307 East 24th st.
 " Augusta L. Roe, 236 West 43d street.
 " Annie V. McMahon, 759 3d avenue.
 " Julia J. McGrath, 261 Mulberry street.
 " Annie M. O'Leary, 128th st., bet. 6th & 7th avenues.
 " Annie M. Kerland, 168 East 38th street.
 " Mary E. Crowley, 245 East 77th street.
 " Kate Goodwin, 53 South Oxford street. Brooklyn.
 " Emma A. McCabe, 165 East 86th street.
 " Mary E. O'Conner, 1173 2d avenue.

MUSIC TEACHER.

Anthony J. Davis, 233 East 78th street.

JANITOR.

James Keelan, in the building.

Grammar School No. 28.

Fortieth st., n. 8th ave., Twenty-second Ward.

BOYS' DEPARTMENT.

Joseph Finch, 143 West 41th street.
 Lewis M. Kolb, 347 West 48th street.
 Oren R. Gross, 92 Clinton place (8th street.)
 Miss Annie M. Hoffman, 325 West 43d street
 " Jane Gregory, 173 2d street, J. C.
 " Barbara Gellan, 256 West 54th street.
 Mrs. Adelaide N. Storey, 370 West 35th st.
 Miss Catherine M. Rice, 344 Union st. B'lyn.
 " Anna F. Rogers, 357 West 50th street.
 " Jane C. McCarthy, 63d st. 2d hs. from Boulevard.

MUSIC TEACHER.

John F. Austen, 554 and 556 8th avenue.

GERMAN TEACHER.

John M. Mayer, 361 West 53d street.

DRAWING TEACHER.

John N. Evcren, 331 West 48th street.

GIRLS' DEPARTMENT.

Miss Rebecca S. Lowrey, 162 West 47th street.

- " Eliza Sisk, 63 West 35th street.
- " Mary J. Swift, 259 West 23d street.
- " Mildred L. Johnson, 149 West 41st st.
- " Bridget T. Foshour, 218 East 47th street.
- " Mary A. Flynn, 417 East 83d street.
- " Helen Fox, 414 West 43d street.
- " Marion Finch, 143 West 44th street.
- " Helen C. Finch, 143 West 44th street,
- " Charlotte Hart, 353 West 53d street.

MUSIC TEACHER.

Miss Madeline Jeroliman, 418 West 51st st.

DRAWING TEACHER.

Miss Emily Fox, 444 West 43d street.

GERMAN TEACHER.

John M. Mayer, 361 West 53d street.

PRIMARY DEPARTMENT.

Miss Louisa A. Bamman, 140 East 38th street.

- " Emily S. Hanaway, 406 West 33d street.
- " Kate A. Walsh, 48 Madison street.
- " Mary L. Parsells, 407 9th avenue.
- " Kate Duffy, 436 West 56th street.

Mrs. Mary E. McManus, 250 West 24th street.

- Miss Sarah Williams, 406 West 29th street.
- " Elizabeth Crawley, 327 East 120th street.
- " Margaret Irwin, 323 West 36th street.
- " M. Isabella Makewen, 206 West 49th st.
- " Jane E. Reilly, 1654 3d avenue.
- " Julla Kyle, 312 West 32d street.
- " Lucy A. McSorley, 557 West 49th street.
- " Margery Cary, 242 West 26th street.
- " Josephine C. Simpson, 441 Adelpia st., Brooklyn.
- " Frances A. Makewen, 206 West 49th st.
- " Elizabeth A. Begen, 9 Stryker's lane, W. 52d street.
- " Anna E. Page, 645 8th avenue.

Mrs. Eleanor Dunn, 301 West 44th street.

Miss Mary J. Kernan, 207 West 16th street,

- " Mary M. Sackett, 322 West 52d street.
- " Agnes M. McIlhinney, 732 11th avenue.

MUSIC TEACHER.

Mrs. Henrietta Seebach, 418 West 44th street.

JANITOR.

John R. Vandervoort, in the building.

Grammar School No. 29.

97 and 99 Greenwich street, First Ward.

BOYS' DEPARTMENT.

P. G. Duffy, 200 East 36th street.

Thomas E. Cody, 414 East 9th street.

Jerome A. Eisenlord, 131 8th avenue.

James R. Finch, Bloomfield, New Jersey.

Miss Abbe A. Wright, 107 Hamilton street, Brooklyn.

" Bridget E. Neligan, 183 Madison street.

" Kate E. Foley, 35 Willow place, B'lyn.

" Kate C. Mahoney, 305 West 28th street.

GIRLS' DEPARTMENT.

Miss Katharine W. White, 306 West 29th st.

" Annie E. Van Bosckorek, 37 Morton st.

" Amy B. Butts, 213 York street, Jersey City.

" Elizabeth Carroll, 197 State street, Brooklyn.

" Kate C. Sheehan, 178 East 87th street.

" Jennie A. Hogan, 45 West street.

" Sarah Cohen, 521 Henry street, Brooklyn

PRIMARY DEPARTMENT.

Miss Bridget J. Armstrong, 32 State street, Brooklyn.

" Mary R. O'Meara, 58 Beach street.

" Mary A. Veitch, 62 Hudson street.

" Annie E. Meehan, 38 Greenwich street.

" Joanna C. Rice, 27 Hubert street.

" Joanna Stack, 72 Greenwich street.

" Kate C. Hickey, 143 Washington street.

" Kate O'Grady, 606 West 45th street.

" Kate E. McCarthy, 12 Morris street.

" Ellen M. Doyle, 29 Greenwich street.

" Bridget E. Cowan, 50 Broad street.

MUSIC TEACHER.

Francis H. Nash, Morrisania.

GERMAN TEACHER.

Edmund J. Koch, 62 Montgomery street, Jersey City.

DRAWING TEACHER.

Miss S. J. Bailey, 147 Cedar street.

JANITOR.

Maurice Healy, in the building.

Grammar School No. 30.

Baxter street, near Grand, Fourteenth Ward.

GIRLS' DEPARTMENT.

Miss Catharine C. Connolly, 232 E. 48th st.
 " Mary McLain, 78 Hicks street, Brooklyn.
 " Mary O'Connor, 223 East 36th street.
 " Juliette Hunter, 27 East 83d street.

GERMAN TEACHER.

Miss Frederica Constantini, 185 3d street,
 Williamsburg.

DRAWING TEACHER.

Francis O'Ryan, 207 East 21st street.

MUSIC TEACHER.

George W. Petit, 40 East 66th street.

PRIMARY DEPARTMENT.

Miss Ellen T. Ahern, 180 Forsyth street.
 " Eliza E. Dunn, 49 Macdougall street.
 Miss Joanna Quinlan, 120 Mott street.
 " Mary E. Brady, 311 East 14th street.
 " Mary C. Evans, 34 West Houston street.
 " Sarah A. Ahern, 180 Forsyth street.
 " Margaret Cotter, 181 Elizabeth street.
 Mrs. Margaret McDonald, 154 Elizabeth st.

MUSIC TEACHER.

Miss Mary A. Canary, 243 East 58th street.

JANITOR.

Bernard Doran, 126 Mott street.

Grammar School No. 31.

No. 200 Monroe street, Seventh Ward.

BOYS' DEPARTMENT.

Henry P. O'Neil, 187 Monroe street.
 Thomas S. O'Brien, 165 Garden st. Hoboken,
 New Jersey.
 Miss Mary C. Wheelan, 83 South 2d st. B'lyn.
 " Adelaide M. Tuers, 13 Lewis street.

Miss Phebe F. Stamper, 192 East Broadway.

" Jane R. Reardon, 133 Cherry street.

" Kate M. O'Neil, 187 Monroe street.

GERMAN TEACHER.

Charles Rau, 333 Broome street.

DRAWING TEACHER.

Miss Cecilia Bassie, 327 East 17th street.

MUSIC TEACHER.

Miss Kate Fitzpatrick, 75 Madison street.

PRIMARY DEPARTMENT.

Miss Eleanor Dennehy, 19½ Division street.
 " Mary A. Ebbets, 321 West 18th street.
 " Mary S. Ketcham, 654 Warren st., B'lyn.
 " Jane E. Beecher, 317 Cherry street.
 " Rosie Ennis, 234 Monroe street.
 " Mary E. Walsh, 291 Monroe street.
 " Bella F. Hainer, 331 Cherry street.
 " Mary A. McSorley, 648 Water street.
 " Margaret Dwyer, 122 East Broadway.
 " Johanna M. Neligan, 183 Madison st.
 " Jennie Byrnes, 325 East 32d street.

MUSIC TEACHER.

Miss Kate Fitzpatrick, 75 Madison street.

JANITOR.

Patrick Malone, in the building.

Grammar School No. 32.

Thirty-fifth st., n. 9th ave., Twentieth Ward.

BOYS' DEPARTMENT.

T. Dwight Martin, W. Morrisania Westches-
 ter Co.
 Samuel Ayers, 127 East 13th street.
 Richmond B. Elliott, Morrisania, Westches-
 ter Co.
 David J. Starkey, Kinderkamack, N. J.
 Richard A. Slater, 161 West 36th street.
 Miss Janet Young, Hudson City, N. J.
 " Almira J. Danley, 405 West 30th street.
 " Maria J. Thompson, 55 West 42d street.
 " Helen V. Babcock, Morrisania, West-
 chester Co.
 " Isabel Whiteside, 207 West 38th street.
 " Jessie L. Radford, 156 West 35th street.
 " Sarah J. Burtis, 414 West 33d street.
 " Jemima Malcolm, 270 West 33d street.

MUSIC TEACHER.

George C. Rexford, 41 Morton street.

GERMAN TEACHER.

John M. Mayer, 353 West 53d street.

DRAWING TEACHER.

William Heinmuller, 428 Eighth avenue.

PRIMARY DEPARTMENT.

Mrs. Kate P. Brown, 212 West 39th street.

Miss Guilietta R. Kiersted, 212 West 39th st.

" Josephine M. P. Hume, 260 South 1st st.,
Brooklyn, E. D.

" Martha A. Curry, 323 West 33d street.

" Addie S. Forbes, 177 West 45th street.

" Mary M. Forster, 378 Lexington avenue.

" Harriet H. Jones, 104 Sixth avenue.

" Mary F. Gregory, 173 Second st., J. C.

" Margaret J. Quinn, 429 West 37th street.

" Eleanor V. Finch, 368 West 31st street.

" Mira E. Kneale, 358 Ninth avenue.

" Annie J. Stewart, 144 Rutledge street,
Brooklyn, E. D.

" Imogene Simpson, 126th st. & 5th ave.

" Mary C. Linen, 427 West 46th street.

" Amelia Frazer, 1393 Third avenue.

" Esther E. Moore, 388 West 32d street.

" Elizabeth Van Tine, 420 West 19th st.

" Christina Roy, 404 West 29th street.

" Maggie L. Lee, 95th st. & Eighth ave.

" Adelaiae Freeland, 438 West 34th st.

" Emma Buffing, 690 Greenwich street.

" Anna A. Graham, 343 West 21st street.

" Annie C. Hurley, 457 West 28th street.

MUSIC TEACHER.

George C. Rexford, 41 Morton street.

JANITOR.

Michael Conboy, in the building.

Grammar School No. 33.

428 West Twenty-eighth st., Twentieth Ward.

GIRLS' DEPARTMENT

Miss Clara M. Edmonds, 8 Watts street.

" Catharine F. Mahon, 843 Sixth avenue.

Mrs. Amanda M. Putney, 170 Varick street.

Miss Harriet A. Mee, 256 West 24th street.

" Cecilia E. Whelan, 404 West 46th street.

Miss Harriet A. Waterbury, 315 West 18th st.

" Jane A. Denton, 624 6th avenue.

" Elizabeth C. Forster, 878 Lexington av.

" Sarah C. Kreemer, 331 West 32d street.

" Elizabeth Shepherd, 104 West 39th st.

" Louisa C. Webster, 332 West 24th street.

" Eliza L. Adair, 214 West 33d street.

" Matilda Sloss, 372 West 35th street.

" Margaretta Culbert, 362 West 27th st.

" Mary L. Finch, 368 West 31st street.

" Elizabeth R. Peck, 357 West 17th street.

" Sarah Werner, 263 West 38th street.

" Agnes L. Higgins, 218 West 30th street.

DRAWING TEACHER.

John N. Van Everen, 331 West 48th street.

MUSIC TEACHER.

Miss Harriet A. Mee, 256 West 24th street.

PRIMARY DEPARTMENT.

Miss Eliza Hoffman, 325 West 43d street.

" Harriet M. Megie, 348 West 15th street.

" Sarah M. Gordon, 18 Cottage place.

" Mary F. Thompson, 310 West 14th st.

" Dorothea Dixon, 364 West 27th street.

" Charlotte Pollock, 296 Eighth street,
Jersey City.

" Josephine Walker, 24 Lamartine place.

" Irene M. Gahagan, Morrisania.

Mrs. Rose Holden, 213 West 28th street.

Miss Harriet H. Hall, Dobbs Ferry.

" Margaret Siller, 426 Seventh avenue.

" Rosanna M. Gillen, 234 West 31st street.

" Isabella Williams, 406 West 29th street.

" Eliza A. Coughlan, 326 Ninth avenue.

" Jennie Barnstone, 267 West 39th street.

" Gussie C. Beers, 257 West 14th street.

" Emma L. Carroll, 102 East 35th street.

" Mary L. Yates, 344 Ninth avenue.

" Jane A. Hind, 328 Eighth avenue.

" Frances A. Canfield, 573 Eighth avenue.

" Sarah B. Sate, 143 Portland avenue,
Brooklyn.

" Anna M. McGean, 433 West 32d street.

MUSIC TEACHER.

George C. Rexford, 35 Morton street.

JANITOR.

James Reynolds, in the building.

Grammar School No. 34.

Broome street, between Willett and Sheriff streets, Thirteenth Ward.

BOYS' DEPARTMENT.

Henry C. Martin, 216 Franklin avenue, Brooklyn.
 Charles F. Hartman, 429 West 46th street.
 Jacob S. Woodworth, 951 Bushwick avenue, Brooklyn.
 Miss Sarah Lockwood, 81 Penn street, Brooklyn.
 Mrs. C. Josephine Belzer, 235 Henry street.
 Miss Elizabeth Dunn, 291 Delancy street.
 " Emma Osborn, 203 West 18th street.
 " Josephine A. Smith, 384 South 2d street, Brooklyn.
 " Margaret Doscher, 170 Henry street.
 " Martha J. Hayes, 187 South 2d street, Brooklyn.
 Dr. Ferdinand Sarnor, 260 East 77th street.

GIRLS' DEPARTMENT.

Miss Harriet N. Goldey, 196 Second avenue.
 " Caroline H. Appleton, 128 Penn street, Brooklyn.
 " Josephine Ostrander, 326 West 18th st.
 " Mary A. Tremper, 181 Sands street, Brooklyn.
 " Eleanor S. McDermott, 5 Lewis street.
 " Fanny H. Jenkins, Avenue A, between 119th and 120th streets.
 " Charlotte E. Searle, 321 Delancy street.
 " Carrie A. Rosemon, 293 Third street.
 " E. Louise Barrows, 158 South 8th street, Brooklyn.
 Mrs. Marion Case, 351 East 15th street.
 Miss Emma Westphal, 309 East 21st street.

PRIMARY DEPARTMENT.

Mrs. Hannah M. Gedney, 152 Clinton street.
 Miss Caroline M. Tracy, 155 Clinton street.
 " Mary C. Finn, 161 South 2d street, Brooklyn.
 " Eliza A. Boyle, 53 Broome street.
 " Kate A. La Roe, 41 Cannon street.
 " Kate A. Wallace, 60 Willett street.
 " Margaret Boyle, 53 Broome street.
 Mrs. Annie E. Boyne, 201 South 3d street, Brooklyn.
 Miss Sarah E. Bucken, 23 Norfolk street.
 " Maria J. Barr, 257 East 7th street.
 " Susan Drake, 624 Columbia street,

Miss Ellen A. Maguire, 104 Cannon street.
 " Mary A. Thompson, 27 Lewis street.
 " Anna J. McGuire, 605 West 49th street.
 Mrs. Caroline A. Morgan, 41 South 10th st. Brooklyn.

MUSIC TEACHER.

George H. Curtis, Spencer street, near DeKalb ave., Brooklyn.

DRAWING TEACHER.

Miss Almira C. Fitz, 335 East 15th street.

JANITOR.

Michael Moran, in the building.

Grammar School No. 35.

Thirteenth street, near Sixth Avenue, Fifteenth Ward.

BOYS' DEPARTMENT.

John M. Forbes, Elizabeth, N. J.
 Charles Gates, North 2d st., Roseville, N. J.
 John Oddy, 490 Lexington avenue.
 Elijah D. Clark, 142 West 16th street.
 Alfred M. Kirk, 48 West 14th street.
 William Friedberg, 4 Rutgers street
 Miss Arabella Field, 154 Waverley place.
 " Cassie L. McFarland, 192 Lexington ave.
 " Mary J. McKune, 260 West 22d street.
 " Sarah E. Curry, 239 West 24th street.
 " Mary F. Redfield, 260 West 22d street.
 " Julia M. Behm, 17 Lafayette place.
 " Ella M. Hill, 260 West 22d street.
 " Helen L. Todd, 241 West 14th street.
 " Kate Williams, 328 East 11th street.
 " Rachel W. Underhill, 102 Macdougal st.
 " Amelia Williams, 167 West 45th street.
 " Millie F. Gardner, 48 West 14th street.
 " Charlotte E. Coxhead, 143 East 33d st.
 " Esther Tobias, 241 West 14th street.
 " Annie L. Cantrell, 348 Fourth avenue.
 " Emma L. Howser, 185 S. 2d st. Williamsburg.
 " Emma M. Pinner, 167 West 18th street.

PRIMARY DEPARTMENT

Miss Sarah C. Clark, 336 East 50th street.
 " Mary J. Brown, 9 Sixth avenue.
 " Lizzie L. Demarest, 319 Van Buren st., Brooklyn.

Mrs. Louisa S. Brady, 152 East 22d street.
 Miss Mary C. Jones, 415 Madison avenue.
 " Emily F. Mixer, 127 Hoyt st., Brooklyn.
 " Lizzie Hogan, 56 East 4th street.
 " Mary H. Lynch, 87 Morton street.
 " Lillie P. Hopper, 230 West 37th street.
 " Florence Ballou, 392 Grand st. Williams-
 burg.
 " Ella A. Totten, 354 West 14th street.
 " Mary E. McFarland, 192 Lexington ave.

TEACHER OF SCIENCE.

George Moore, 54 East 83d street.

DRAWING TEACHER.

Edward Miller, 134 Second avenue.

MUSIC TEACHER.

George H. Curtis, Lafayette, cor. Skillman st.
 Brooklyn.

FRENCH TEACHER.

George Batchelor, 648 Broadway.

TEACHER OF NATURAL PHILOSOPHY AND CHEM-
ISTRY.

James Hyatt, Stanfordville, N. Y.

JANITOR.

Joseph P. Bull, in the building.

Grammar School No. 36.

710 Ninth street, Eleventh Ward.

BOYS' DEPARTMENT.

A. D. Du Bois.
 William J. Goldey, 508 Kent ave., Brooklyn.
 Edgar Knickerbocker, 202 Broadway.
 Miss Henrietta Walters, 180 Second avenue.
 " Maria M. Kiernan, 321 East 23d street.
 " Emily Hunt, 328 East 57th street.
 " Rosanna E. O'Brien, 163 Monroe street.
 Miss Annabella Armstrong, 360 8th street.
 " Matilda Orde, 141 East 13th street.
 " Mary L. De Witt, 101 Avenue D.
 " Laura A. Walmsley, 9 Rutgers street.
 William Luhr, 125 Fourth street.

GIRLS' DEPARTMENT.

Mrs. Melinda N. Clarke, 121 Second avenue.
 Miss Charlotte R. Wooster, 241 East B'way.
 " Eliza M. Jackman, Westfield, N. J.
 " Rebecca M. Nichols, 11 Rutgers street.

Miss Mary Good, 307 East 56th street.
 " Annie M. Drake, 624 Columbia street.
 " Hester E. Theis, 272 Tompkins avenue.
 " Emma L. Howe, 72 Morton street, B'klyn.
 " Emma F. Adams, 224 East 83d street.
 " Mary Buchholtz, 221 West 14th street.

PRIMARY DEPARTMENT.

Miss Victoria A. Hulen, 317 East 14th street.
 " Ellen J. Moriarty, 322 East 51st street.
 " Sarah E. Roe, 266 4th st., Jersey City.
 " Mary L. F. Hunt, 215 S. 3d st. Brooklyn,
 E. D.
 " Sarah L. Crummy, 607 East 11th street.
 " Maria Gillen, 304 East 37th street.
 " Mary E. Hilliard, 368 East 8th street.
 " Frances C. Secor, 240 7th street.
 " Mary E. Gillman, 238 East 82d street.
 " Kate Bunce, 232 East 119th street.
 " Elizabeth Keller, 231 East 11th street.
 " Mary L. Lyon, 112 Avenue C.
 Miss Caroline M. S. Hill, 114 India st., Green-
 point.
 " Sarah Wanzer, 113 Avenue C.
 " Sarah E. Rhoads, 268 Seventh street.
 " Ammelia A. Litson, 249 Seventh street.
 " Mary Bauer, 206 Avenue B.
 " Mary H. Guiles, 255 Seventh street.
 " Joanna E. Messenger, 106 8th st., Brook-
 lyn, E. D.

MUSIC TEACHER.

George W. Pettit, 40 East 66th street.

DRAWING TEACHER.

Francis Melville, 192 Prince st., Brooklyn.

JANITOR.

John D. Murdock, in the building.

Grammar School No. 37.

*Eighty-seventh street, near Fourth avenue,
 Twelfth Ward.*

BOYS' DEPARTMENT.

William A. Owen, 163 East 81st street.
 Luke O'Reilly, 1652 Second avenue.
 Richard H. Boyce, 525 East 86th street.
 Miss Margaret E. Smith, 167 East 90th st.
 " M. Helen Bell, Morrisania.
 " Mary J. Lawson, 219 East 83d street.
 Miss Fannie A. Strang, White Plains.
 " Margt. E. Spence, 226 East 26th street.

Miss Rebecca W. Gibbs, 2348 Third avenue.
 " Jennie M. Candee, 407 East 116th st.

DRAWING TEACHER.

Miss Julia C. Van Wagener, 13 East 49th st.

MUSIC TEACHER.

Hubbard A. Daly, 124th street, between 2d
 and 3d av's.

GIRLS' DEPARTMENT.

Miss Margt. C. Cornell, 222 East 21st street.
 " Mary E. Elting, 445 East 86th street.
 " Mary L. Van Dyke, 224 East 124th st.
 " Ida R. Hulen, 317 East 14th street.
 " Susie S. Edney, 312 East 109th street.
 " Annie J. Mackintosh, 445 East 86th st.
 " Jennie S. Horne, 127th st., near 9th av.
 " Harriet Langman, Ravenswood.
 " Fanny M. Smith, 12 Mitchell's place,
 49th street.

DRAWING TEACHER.

Miss Julia C. Van Wagener, 13 East 49th st.

MUSIC TEACHER.

Hubbard A. Daly, 124th st., bet. 2d and 3d av.

FRENCH TEACHER.

A. de Bonpart, Fordham.

PRIMARY DEPARTMENT.

Miss Margaret MacKean, 142 East 91st street.
 " Catharine Hebbard, 214 East 87th st.
 " Adelaide Haight, 126 East 91st street.
 Mrs. Kate T. Smith, 1521 Third avenue.
 Miss Elizabeth Falvey, 314 East 84th street.
 " Margt. Lawson, 219 East 83d street.
 " Harriet E. Crawford, 234 East 112th st.
 " Vinnie Weed, 235 East 128th street.
 " Ella M. Clark, 73 East 52d street.
 " Eliza V. Peterson, 163 East 90th street.
 " Mary De Forest, 49 East 84th street.
 " Mary Hammann, 142 East 129th street.
 Mrs. Mary Griggs, 230 East 105th street.
 Miss Sophia S. Taylor, 2106 Second avenue.

MUSIC TEACHER.

Hubbard A. Daly, 124th st., bet. 2d and 3d av.

JANITOR.

James W. Gallagher, 89th street, between
 Lexington and 4th avenues.

Grammar School No. 38.

*Clark street, near Broome street, Eighth
 Ward.*

BOYS' DEPARTMENT.

J. Elias Whitehead, 247 West 37th street.
 Charles F. Brush, Yonkers, N. Y.
 David E. Gaddis, 444 West 51st street.
 Alexander D. Stratton, Portchester, N. Y.
 " Miss Margaret Garvin, 53 West Wash-
 ington place.
 " Kate O'Hara, 85 Macdougall street.
 " Sarah Wild, 85 Macdougall street.
 " Sarah Hewitt, 41 Vandam street.
 " Lizzie F. Norcott, 216 West 17th street.
 " Maggie E. Scanlan, 166 Spring street.

GIRLS' DEPARTMENT.

Miss Frances C. Church, 220 Spring street.
 " Kate V. Forbes, Rahway, N. J.
 " Eliza Inslee, 696 Greenwich street.
 " Annie D. Kydd, 360 West 35th street.
 " Lizzie Lewis, Jersey City.
 " Lizzie Miller, 30 King street.
 " Saide Baird, 585 Broome street.
 " Mary E. Tate, Brooklyn, L. I.
 " Ida S. Bailey, 70 Horatio street.
 " Mary R. Burger, 113 Leroy street.
 " Eliza Macvey, 143 West 10th street.

PRIMARY DEPARTMENT.

Miss. Frances A. Stevens, 241 West 21st st.
 " Mary A. Nash, New Durham, N. J.
 " Jeanette Jollie, 30 Leroy street.
 " Kate E. Chapman, 263 West 43d st.
 " Emma C. Gibson, Bergen, N. J.
 " Sarah L. Frost, 53 Vandam street.
 " Mary L. Clawson, 186 Spring street.
 " Teresa E. Bernard, 206 Mulberry street.
 " Ada Gilbert, 10 Cottage place.
 " Isabella Breen, 259 Bleecker street.
 " Adelaide J. Hawkins, 302 Spring street.
 " Grace Cook, 397 Fourth avenue.
 " Julia M. Smith, 207 East 32d street.
 " Jennie A. Blackstock, 66 Carmine st.
 " Mary M. Jordan, 133 Prince st.

MUSIC TEACHERS.

(Male and Female Department.)

Francis H. Nash, Morrisania, N. Y.

(Primary Department.)

Miss Annie Eager, 229 East 19th street.

DRAWING TEACHER.*(Male and Female Department.)*

Miss Almira C. Fritz, 239 East 18th street.

JANITOR.

Thomas Dean, in the building.

Grammar School No. 39.*125th street, between Second and Third avenues, Twelfth Ward.***GIRLS' DEPARTMENT.**

- Miss Kate M. Falvey, 315 East 117th street.
 " Mary Granger, 321 East 82d street.
 " Carrie Hsley, 139 East 127th street.
 " Minnie Ward, 206 West 125th street.
 " Alice Miller, 122 East 62d street.
 " Rebecca Marshall, 113 East 40th street.
 Mrs. Claretta S. Godine, 58 West 128th st.
 Miss Gertrude E. Weed, 235 East 128th st.
 " Hattie C. Thompson, 105 East 123d st.
 " L. Amelia Sackett, 55 East 125th street.
 " Henrietta R. Kelley, 149 East 113th st.
 " Mary C. Tone, 114th street, between 9th and 10th avenues.
 " Emma Schoonmaker, 102 West 124th st.

PRIMARY DEPARTMENT.

- Miss Mary A. Freeman, 219 East 127th street.
 " Prissilla Brass, 146 East 118th street.
 " E. Adelaide Freeman, 219 East 127th st.
 " Katie Crowe, Mott street, between College and Courtland av's, Melrose.
 " Mary Hebbard, 134 East 123d st.
 " Mary L. Palmer, 38 West 127th street.
 " Grace DeForest, 215 West 124th street.
 " Mary C. Skeel, 33 East 110th street.
 " Anna C. Dunn, 33 East 110th street.
 " Sarah Hills, 2340 Fourth avenue.
 " Cordelia Haynes, 139 East 110th street.
 " Lucia Hagar, 148 East 85th street.
 " Eliza C. Barstow, Wall street, corner of Union av., Morrisania.
 " Emma J. Lapham, 245 East 123d st
 " Mary S. De Forest, 215 West 124th st.

MUSIC TEACHER.

Hubert A. Daly, 121st street, between 2d and 3d avenues.

FRENCH TEACHER.

Adrien de Bonpart, Mott Haven.

PENMANSHIP.

Julia C. Van Wagener, 13 East 49th street.

JANITOR.

William McDowell, in the building.

Grammar School No. 40.*23d street, between Second and Third avenues, Eighteenth Ward.***BOYS' DEPARTMENT.**

- George W. Harrison, Flushing, L. I.
 Andrew B. Williams, 134 East 127th street.
 Stephen S. Nash, 155 Bleeker street.
 Robert Clifton, 388 Van Baren street, B'lyn.
 Thomas F. Carley, 125 East 92d street.
 Lawrence C. Buckley, 216 East 6th street.
 Joseph G. Finney, 214 East 36th street.
 Miss F. H. P. Meginley, 145 East 331 street.
 " E. Ann Mead, 346 Fourth avenue.
 Mrs. Anna E. Shields, 120 East 83d street.
 Miss Mary A. Daly, 222 East 82d street.
 " Eleanor Malone, 314 East 19th street.
 Mrs. Charlotte E. Carty, 304 East 23d street.
 Miss Kittie A. Newell, 23 Stuyvesant place.
 " Maggie E. Corre, 238 East 79th street.
 " Anna B. Johnstone, 311 East 49th street.
 " Catherine Kerr, 63 Meadow st., Hoboken.
 Mrs. Mary C. Reed, 160 West 26th street.
 Miss Maggie A. Renahan, 334 East 16th st.
 " Ellen F. Dolan, 312 East 18th street.
 " Carrie F. Tower, 145 East 33d street.
 " Louise M. Wait, 152 East 53th street.
 " Charlotte E. Tillman, 114 Second ave.

PRIMARY DEPARTMENT.

- Miss Charlotte C. Wray, 141 West 14th street.
 " Martha McFarland, 192 Lexington ave.
 " Eliza L. Graham, 363 West 30th street.
 " Mary E. Smith, 79 East 10th street.
 " Isabella S. Winslow, 147 West 49th st.
 " Henrietta Northall, 9 East 31st street.
 " Jennie E. Rowe, 152 East 128th street.
 " Katie G. Lee, 319 East 29th street.
 " Hannah F. Geaney, 219 East 25th street.
 " Emma L. Corsa, 131 East 84th street.
 " Kate A. McCann, 20 Varick street.
 " Therese G. Perry, 342 East 55th street.
 " Mary Noble, 204 East 26th street.

MUSIC TEACHER.

George H. Curtis.

DRAWING.

Edward Miller, 225 East 12th street.

JANITOR.

Andrew May, in the building.

Grammar School No. 41.

Greenwich avenue, opp. Charles st., Ninth Ward.

SENIOR DEPARTMENT.

- Miss M. Louisa Scott, 59 West 50th street.
 " M. Augusta Rhoda, 288 2d st., Jersey City.
 " Arabella McCoy, 317 West 13th street.
 " Mary E. White, Tarrytown.
 " Ella E. Qua, 14 Commerce street.
 " Irene Pierce, 315 West 4th street.
 " Ella L. Hewlett, 84 6th avenue.
 " Chrissie J. Beamse, 292 West 4th street.

(JUNIOR) GIRLS' DEPARTMENT.

- Miss Lizzie Cavanagh, 117 East 79th street.
 " Emily Scudder, 38 Perry street.
 " Eleanor Firth, 179 3d st., B'lyn, E. D.
 " Addie L. McKee, 237 West 24th street.
 " Minnie McAdam, 47 Jane street.
 " Emmeline Miller, 407 West 28th street.
 " Louise M. Finch, 191 West 10th street.
 " Annie Crawford, 43 Jane street.
 " Josephine Whitney, 75 Bedford street.

PRIMARY DEPARTMENT.

- Miss Susanna Whitney, 75 Bedford street.
 " Catherine M. Fagan, 210 Waverly place.
 " Mary A. Connolly, 215 West 12th street,
 " Mary Wells, 6 St. Luke's place.
 " Margaret E. McNamee, 140 East 19th st.
 " Sarah Lilliss, 114 East 27th street.
 " Maggie McRae, 30 East 14th street.
 " Harriet Donaldson, 144 West 54th street.
 " Mary C. Torboss, 17 Macdougall street.
 " Amanda Bates, 17 Attorney street.
 " Carrie L. Moore, 272 West 12th street.

MUSIC TEACHER.

George Rexford, 35 Morton street.

FRENCH TEACHER.

George Batchelor, 648 Broadway.

DRAWING.

Charles Severyn.

JANITOR.

John Findlay in the building.

Grammar School No. 42.

Allen street, near Hester, Tenth Ward.

BOYS' DEPARTMENT.

- J. T. Boyle, 449 East 119th street;
 John Demarest, Passaic, New Jersey.
 R. B. Maclay, 50 Eldridge street.
 Wm. L. Gaddie, 327 West 35th street.
 Wm. H. Eustis, 19 Great Jones street.
 Mrs. J. P. Reed, 228 Prince street, Brooklyn.
 Miss Annie Kammerer, 223 East 24th street.
 " Helen C. Robertson, 215 Division avenue,
 Brooklyn.
 " Grace T. Downs, 19 Carmine street.
 " Lydia Folger, 315 East 58th street.
 " Eliza J. Williams, Mott Haven, N. Y.
 " Kate M. Stevens, 46 Hester street.
 " Mary A. Lynch, 130 East Broadway.

MUSIC TEACHER.

George F. Bristow, Morrisania.

GERMAN.

Anton Fuster, 115 Essex street.

DRAWING.

H. P. Smith, 127 11th street, Brooklyn.

GIRLS' DEPARTMENT.

- Miss Caroline Hopkins, 13 Charles street.
 " Annie L. Post, 313 East 125th street.
 " Fannie Hollingshead, 166 Taylor street,
 Brooklyn.
 " Mary J. Forbes, Woodside, N. Y.
 " Emma Vail, 242 Adams st., Brooklyn.
 " Augusta Burlew, 145 5th st., Brooklyn.
 " Mary C. Garretson, West 24th street.
 " Alice Bendoragle, 94 South 4th street,
 Brooklyn.
 " Kate Brown, 215 Division av., Brooklyn.
 " Lillie R. Hopkins, 13 Charles street.
 " Kate Wentworth, 189 Grand street.
 " Carrie Adams, 224 East 83d street.

MUSIC TEACHER.

George F. Bristow, Morrisania.

FRENCH.

Anton Fuster, 115 Essex street.

DRAWING.

Charles Severyn.

PRIMARY DEPARTMENT.

- Miss Pauline L. Loss, 64 St. Mark's place.
 " Maria N. Daga, 247 East 31st street.
 " Ada F. Brown, 111 Clinton street.
 " Mary A. Hayes, 217 East 50th street.
 " Mary E. Jones, 278 Henry street.
 " Mary A. Shannon, 154 Prospect street,
 Brooklyn.
 " Emma J. Sharp, 108 East 11th street.
 " Frances O'Hara, 22 Prince street.
 " Nellie G. Kennedy, 364 Pearl street.
 Mrs. Francis F. Wiley, 68 First street.
 Miss Emilie Weiss, 60 First avenue.
 " Mary M. Knipe, 723 Washington street.
 " Emma Dougherty, 275 East Broadway.
 " Sarah L. Davin, 136 Lewis street.
 " Rebecca Moore, 263 Broome street.
 " Annie Ransom, 174 8th street, Brooklyn.
 " Maggie Stuyvesant, 225 East 39th street.
 " Lizzie Russell, 204 Nostrand ave., B'lyn.
 " Mary F. Perryman, 224 East 61st street.
 " Annie H. Wentworth, 189 Grand street.
 " Amanda D. Tait, 91 Clinton place.
 " Kate Callahan, 29 Corlears street.
 " Fanny Rutzky, 90 Division street.
 " Jane Butler, 125 East 50th street.
 " Esther A. Adams, 277 Madison street.
 " Maria Stradsburger, 102 Sullivan street.
 " Anna Crawford, 234 East 112th street.
 " Harriet Benjamin, 538 Third avenue.
 " Cornelia D. Banta, 307 East 21st street.

MUSIC TEACHER.

George F. Bristow, Morrisania.

JANITOR.

Asa H. Bogart, in the building.

Grammar School No. 43.

*Corner One Hundred and Twenty-ninth street
 and Tenth avenue, Twelfth Ward.*

GRAMMAR DEPARTMENT.

Elijah A. Howland, 220 East 127th street.

Miss Angeline F. Simpson, 126th street and
 Boulevard.

" Nellie M. Mallen, Kings Bridge.

Mrs. Fannie L. Lee, 216 East 109th street.

MUSIC TEACHER.

H. A. Daly, 121st street and 2d avenue.

DRAWING TEACHER.

Michael A. Sullivan, 10th ave., bet. 129th and
 130th streets.

PRIMARY DEPARTMENT.

- Miss Rose M. Colgan, 205 East 36th street.
 " Julia T. Ray, 418 West 55th street.
 " Augusta A. Swartz, 7 Carman place.
 Mrs. Susan M. Kerr, 97th st. and Boulevard.

MUSIC TEACHER.

H. A. Daly, 121st street and 2d avenue.

JANITOR.

John McGonegal, in the building.

Grammar School No. 44.

*Cor. of North Moore and Varick streets, Fifth
 Ward.*

BOYS' DEPARTMENT.

- Samuel Morehouse, 235 East 27th street.
 Arthur Murphy, 197 Adams street, Brooklyn.
 Daniel C. O'Connor, 223 East 36th street.
 James Moore, 472 Second avenue.
 Emanuel Hochhelmer, 344 East Houston st.
 Miss Clara Hopps, 128 West 12th street.
 " Sarah T. Bates, 61 St. Mark's place.
 " Emma Ransom, 420 East 52d street.
 " Sarah A. Albro, 44 Charlton street.
 " Marian H. Rumble, 50 East 9th street.
 " Susan G. Fernon, 95 Morton street.
 " Kate A. Harley, 411 Eighth avenue.

GIRLS' DEPARTMENT.

- Miss Jane A. A. Ebbetts, 321 West 18th st.
 " Sarah F. Miller, Tremont.
 " Harriette J. Packard, 51 North Moore
 street.
 " Mary J. Tait, 91 Clinton place.
 " Harriet A. Baxter, 65 East 86th street.
 " Mary E. Davies, 91 Clinton place.
 " Mary M. Kelly, 79 North Moore street.
 " Annie E. Read, 409 Coles st., J. C.

Miss Kate T. Beilby, 85 South 5th st., Brooklyn, E. D.
 " Annie E. Frazer, 193 Hudson street.
 " Gertrude J. Chamberlin, 323 West 33d street.

PRIMARY DEPARTMENT.

Miss Mary C. Tate, 81 Barrow street.
 " Louisa Higgins, 31 W. Washington pl.
 " Jennie Stewart, 308 West 43d street.
 " Lillie J. Smith, 121 Clinton place.
 " Emma M. London, 15 Horatio street.
 " Maggie Byrne, 10 Jay street.
 " Margaret E. Bensel, 16 Waverly place.
 " Lizzie M. Enright, 27 Clinton place.
 " Irene Moore, Governor's Island.
 " Margaret Gregory, 570 Ninth avenue.
 " Amelia L. Wedekind, 13 North Moore.
 " Julia F. Brundage, 321 West 18th street.
 " Mary F. Hernberg, 95 Morton street.
 " Emma Puckhafer, 377 Broome street.
 " Bridget F. Meagher, 150 Franklin street.

MUSIC TEACHER.

George F. Bristow, Morrisania.

DRAWING TEACHER.

Emmie M. Wendt, 414 East 51st street.

JANITOR.

Cornellus Quinn, in the building.

Grammar School No. 45.

24th street, between 7th and 8th avenues, Sixteenth Ward.

GIRLS' DEPARTMENT.

Miss Julia A. Smith, 155 Clinton st., B'lyn.
 " Mary E. Tate, 100 Greenwich avenue.
 " Helen E. Sudlow, 127 West 16th street.
 " Emma S. Burger, 333 East 55th street.
 " Jennie White, 339 East 20th street.
 " Kate Towers, 107 East 31st street.
 " Annie E. Pierson, 27 West 44th street.
 " Anna Baker, 181 5th street, Jersey City.
 " Alice Coggeshall, 330 West 34th street.
 " Rosalie Salinger, 158 West 26th street.
 " Mary F. Jelliffe, 418 West 18th street.
 " Jennie Harper, 102 West 24th street.
 " Ella A. McKee, 237 West 24th street.
 " Annie S. Dennis, 319 West 55th street.

Miss Emma C. Craig, Linden, New Jersey.
 " Agnes Mawson, 247 West 39th street.
 " Anna Constantini, 185 3d street, B'lyn.

DRAWING TEACHER.

Frank Melville, Brooklyn.

PRIMARY DEPARTMENT.

Miss Sarah E. Coley, 320 West 18th street.
 " Ella J. Clark, 360 West 12th street.
 " Mary H. Ewart, 255 West 20th street.
 " Mary P. Pierson, 27 West 44th street.
 " Harriet S. Hawley, 104 West 20th street.
 " Sarah E. Gregory, 124 West 24th street.
 " Eloise J. Locke, 352 West 27th street.
 " Emma Gregory, 124 West 24th street.
 " Mary E. De Lamater, 519 West 23d st.
 " Mary T. McManus, 319 West 16th st.
 " Annie S. Martin, 127 8th avenue.
 " Kate A. McKee, 237 West 24th street.
 " Mary L. Jenkins, 116 8th avenue.
 " Susanna Keehill, 80 Horatio street.
 " Marion Simms, 330 West 18th street.

JANITOR.

John C. Hopper, in the building.

Grammar School No. 46.

156th street, between 9th and 10th avenues, Twelfth Ward.

BOYS' DEPARTMENT.

Stinson McIver, Fort Washington.
 Miss Maria C. Jennings, Washington Heights.
 Samuel Crosby, Washington Heights.
 Miss Susan M. Kerr, 9th st. and Boulevard.
 " Mary H. Maloney, Fort Washington.
 " Fanny C. Schaaff, 94th st., New Boulevard.

GIRLS' DEPARTMENT.

Miss Matilda M. Landon, Wash'ton Heights.
 " Maria Alexander, 143d st., bet. 11th and 12th avenues.
 " Mary Swartz, Washington Heights.
 " Mary Shires, 326 West 30th street.
 " Maggie E. Pettit, Manhattanville.
 " Katie Hastings, Washington Heights.
 " Sarah Hunt.

MUSIC TEACHER.

Hubbard A. Daly, 124th st., bet. 2d and 3d avs.

FRENCH TEACHER.

A. De Bonpart, Fordham, Westchester Co.

DRAWING.

Michael A. Sullivan, Manhattanville.

JANITOR.

John Monaghan, Washington Heights.

Grammar School No. 47.

36 East 12th street, Fifteenth Ward.

GIRLS' DEPARTMENT.

Miss Sarah E. Woodward, Jersey City Heights.

- " Josephine H. Sheldon, 301 East 19th st.
- " Elizabeth Jackson, 329 East 62d street.
- " Juliet Clannon, E. Orange, N. J.
- " Antoinette Brush, 643 Lexington ave.
- " Felicia A. Griffin, 142 East 50th street.
- " Kate M. Totten, 354 West 14th street.
- " Louise Oliver, 248 W. 24th street.
- " Eliza A. Camp, 11 Poplar st., Brooklyn.
- " Augusta Requa, 43 West 22d street.

Mrs. S. H. M. Belknap, 50 West 15th street.

Miss Mary Schoonmaker, 311 East 124th st.

- " Isabella Holkins, Flushing, L. I.
- " Marian E. Coppernoll, 132 7th street, Williamsburg.
- " Anna E. Brown, 117 South 2d street, Williamsburg.
- " Anna Banta, 130 West 16th street.
- " Ella C. Dey, 48 Commerce street.
- " Jane E. Beale, 348 Lexington avenue.
- " E. Aug. Schoonmaker, 311 East 124th st.

PRIMARY DEPARTMENT.

Miss Kate Requa, 360 West 34th street.

- " Frederica B. Moran, 215 7th avenue.
- " Grace E. Bevier, 41 East 10th street.
- " Lizzie Devoe, 37 Macdougall street.
- " Mary C. Kitchell, 123 East 31st street.
- " Emma B. Totten, 354 West 14th street.
- " Annie E. C. Beck, Linden, N. J.
- " Mary C. Bryan, 147 East 15th street.
- " Kate Audoun, 331 Madison avenue.
- " Mary J. McNeill, 581 8th avenue.
- " Anna L. Overton, 37 Garden pl., B'lyn.

DRAWING TEACHER,

Ed Miller, 134 2d avenue.

MUSIC TEACHER.

George F. Bristow, Morrisania.

FRENCH TEACHER.

Mlle. Honorine Chaurand, 65 East 12th st.

SCIENCE.

George Moore, Yorkville.

JANITOR.

Conrad Lohr, in the building.

Grammar School No. 48.

Twenty-eighth street, between 7th and 8th avenues, Twentieth Ward.

GIRLS' DEPARTMENT.

Miss M. Louise Clawson, 135 East 15th st.

Mrs. Mary A. Colwell, 410 West 43d street.

Miss Annie E. Brennan, 438 Sixth avenue.

- " Frances R. Scott, 185 East 71st street.
- " Susie H. Colvin, 142 West 45th street.
- " Jennie M. McCarten, 304 West 48th st.
- " Elizabeth M. J. Hickey, 433 W. 28th st.
- " Emma L. Babcock, Morrisania.
- " Rebecca C. Duncan, 357 West 43d st.
- " Carrie S. Hagar, 148 East 85th street.
- " Mary E. Nicholson, 331 West 27th st.
- " Annie E. Newton, 198 Lexington av.
- " Esther B. Lawlin, 528 West 51st st.
- " Clara Guinzburg, 306 West 33d street.

SPECIAL TEACHERS.

George W. Rexford, 40 Barrow street.

John Van Everen, 331 West 48th street.

PRIMARY DEPARTMENT;

Mrs. Catherine M. Botts, 208 East 46th st.

Miss Emeline Dowling, 259 West 36th st.

Mrs. Jane E. Simms, 330 West 18th street.

Miss Emily E. McCallum, 272 Madison st.

- " Hannah A. Jollie, 405 West 33d street.
- " Anna L. Forbes, 418 West 44th st.
- " Juliet E. Palmatier, 515 Ninth avenue.
- " Isabel P. Hill, 432 West 43d st.
- " Alveretta E. Merrill, 423 Ninth avenue.
- " Annie E. Cox, 145 East 62d street.
- " Emma A. Reynolds, 243 West 31st st.
- " Hattie C. Edwards, 441 West 23d st.
- " Addie D. Gardner, Washington H'gts, 152d street.

MUSIC TEACHER.

George W. Rexford, 40 Barrow street.

JANITOR.

Terence McGuire, in the building.

Grammar School No. 49.

*Thirty-seventh street, near Second avenue.
Twenty-first Ward.*

BOYS' DEPARTMENT.

William H. Wood, 230 East 39th street.
James R. Pettigrew, 209 East 46th street.
Oscar Birnbaum, 6 Mitchell pl., East 49th st.
John B. Skinner, 110 East 30th street.
Miss Dezia Buckelew, 39 Johnson st., B'lyn.
Matthew E. Smith, 66 West 19th street.
Miss Catharine Carr, 153 East 26th street.
" Isabella Castell, 228 East 39th street.
" Susan E. Castell, 228 East 39th street.
" Harriet A. Burke, 87 East 10th st.
" Julia J. Albanesi, 218 East 36th street.
" Anna M. Carr, 153 East 66th street.
" Elizabeth Donohoe, 137 East 29th street.
" Sarah F. Cooper, 212 East 48th street.
" Emma J. Clintch, 147 East 90th st.
John Harmon, 735 Second avenue.

GERMAN TEACHER.

Louis Standenmayer, 312 East 14th street.

MUSIC TEACHER.

Francis H. Nash, Morrisania.

DRAWING TEACHER.

John N. Van Everen, 331 West 48th street.

GIRLS' DEPARTMENT.

Miss Frances E. A. Gutch, 128 East 12th st.
" Catherine C. McCaffery, 152 East 32d st.
" Elizabeth W. Brown, 234 East 31st st.
" Emeline B. Johnston, 318 East 118th st.
" Victoria A. Towers, 107 East 31st street.
" Anna S. Ray, 325 E. 42d street.
" Mary F. Murch, 115 East 24th street.
" Isabel Jenkins, 116 Eighth avenue.
" Jennie M. Greenwood, 128 East 110th st.
" Agnes M. Smith, 202 Lexington avenue.
" Mary E. Cooper, 216 East 35th street.
" Helena A. Beecham, 135 Avenue B.
" Kate Allen, 344 Third avenue.
" Mary E. Feirly, 157 Henry street.
" Sarah C. Duffy, 184 East 78th street.
" Belle F. Driscoll, 352 East 84th street.
" Amanda M. Root, 148 East 34th st.

DRAWING TEACHER.

Susan M. Leverich, 210 East 36th street.

FRENCH TEACHER.

John A. Moran, 143 West 20th street.

PRIMARY DEPARTMENT.

Miss Sarah F. Buckelew, 39 Johnson street,
Brooklyn.
" Charlotte A. Halstead, 224 East 116th st.
" Sarah Adams, 307 West 41st street.
" Sarah Armstrong, 151 East 33d street.
" Emma E. Greenwood, 128 East 110th st.
" Annette Schveder, 421 West 47th street.
" Kate Kissam, 118 East 127th street.
" Hattie A. Ray, 325 East 42d street.
" Sarah C. Cornell, 218 East 45th street.
" Addie Duncan, 143 East 112th street.
" Annie Morris, 734 Second avenue.
" Mary C. Smyth, 341 East 30th street.
" Jennie A. Cary, 136 East 40th street.
" Margaret A. Kearney, 211 East 25th st.
" Lucene Halstead, 224 East 116th street.
" Margaret J. Finley, 234 East 40th st.
" Amelia A. Hinest, 435 East 117th st.
" Arabella Hyland, 243 East 31st street.
" Margaret E. Gehagan, 234 East 35th st.
" Lillie B. Wood, 121 East 83d street.
" Clara Collard, 61 East 7th street.
" Eugenia J. Bowne, 325 East 122d street.
" Margaret W. Lewis, 129 N. Portland av.,
Brooklyn,

JANITOR.

Nicholas Hoag, in the building.

Grammar School No. 50.

*Twentieth street, near Third avenue, Eight-
eenth Ward.*

GIRLS' DEPARTMENT.

Miss Letitia Mathews, 125 East 27th street.
" Isabel Barr, 353 West 15th street.
" Ellen Hoyt, Villa place, Mott Haven.
" Sarah E. Stainburn, 144 Wilson street,
Brooklyn, E.D.
" Mary J. Farmer, 303 East 56th street.
" Isabella Youngs, 109 East 12th street.
" Kate V. Gregory, 248 East 34th street.
" Sarah L. Jewett, 260 West 37th street.
" Sarah A. Cooper, 223 East 23d street.

Miss Carrie Emanuel, 438 West 33d street.
 " Margaret Foster, 98 Dupont st., Green-
 point.
 " Rebecca Wood, 36 East 4th street.
 " Addie B. Reynolds, 331 Madison avenue.
 " Mary Holmes, 221 East 57th street.

PRIMARY DEPARTMENT.

Miss Susan Wright, 316 West 84th street.
 " Mary J. Moran, 215 Seventh avenue.
 " Mary A. Crothers, 150 West 27th street.
 " Ella F. Lewis, 334 East 12th street.
 " Eliza A. Marston, 210 West 32d street.
 " Annie L. Hudner, 315 East 25th street.
 " Mary E. Hensey, 159 Third avenue.
 " Adelaide Fairbanks, 53 East 30th street.
 " Elizabeth Schwallly, 88 South 2d street,
 Williamsburg.
 " Ellen J. Kelsey, 320 East 35th street.
 " Mary McGarry, 250 West 33d street.

MUSIC TEACHER.

George H. Curtis, Spencer st., near DeKalb av.

FRENCH TEACHER.

Miss Lucy Jewett, 260 West 37th street.

DRAWING TEACHER.

Edward Miller, 134 Second avenue.

JANITOR.

Samuel M. Bloomer, in the building.

Grammar School No. 51.

*Forty-fourth street, between Tenth and Elev-
 enth avenues, Twenty-second Ward.*

BOYS' DEPARTMENT.

Frederick W. James, 452 West 43d street.
 Evander Childs, Jr., 312 West 46th street.
 Martin H. Ray, 418 West 55th street.
 Sanford G. Plumb, Mount Vernon, New York
 Charles W. Morse, " "
 Miss Mary A. Sanford, 53 West Washington
 place.
 " Frances Comings, 96 Bank street.
 " Mary Ambler, 141 East 33d street.
 " Susie M. Mack, 142 West 45th street.
 " Mary E. Nunns, 147 East 26th street.
 " Susie Hill, 353 West 56th street.

Miss Mary J. McGaughan, 245 West 49th st.
 " Sarah E. Beck, 407 West 47th street.
 " Melvina H. McGuire, 605 West 49th st.
 " Ella Lang, 418 West 44th street.

PRIMARY DEPARTMENT.

Miss Margaret Walsh, 916 Eighth avenue.
 " Margaret A. Fox, 462 West 43d street.
 " Mary E. Kelly, 236 East 40th street.
 " Josephine Hatfield, 95 Barrow street.
 " Sarah A. Jutten, 350 West 55th street.
 " Sarah A. Mildeberger, 434 West 33d st.
 " Ellen A. O'Donnell, 402 West 55th street.
 " Margaret Hosford, 265 West 39th street.
 " Josephine Sands, 207 East 42d street.
 " Margaret J. Cokely, 333 West 47th st.
 " Lydia Crowe, 96th st., bet. 8th and 9th
 avenues.
 " Clara L. Jones, 514 Tenth avenue.
 Mrs. Emma Currie, 419 West 47th street.
 Miss Mary K. Robertson, 864 8th avenue.
 " Minnie E. Spaulding, 359 West 42d st.
 " Alice Roden, 569 Seventh avenue.
 " Sarah M. Baldwin, Westchester, N. Y.

MUSIC TEACHERS.

(Male Department.)

Francis H. Nash, Morrisania.

(Primary Department.)

Mrs. Henrietta Seebach, 418 West 44th st.

DRAWING TEACHERS.

John Van Everen, 331 West 45th street.
 Miss Emily Fox, 444 West 43d street.

GERMAN TEACHER.

John M. Mayer, 353 West 53d street

JANITOR.

Owen Lynch, in the building.

Grammar School No. 52.

*Corner of Academy street and Broadway,
 Twelfth Ward.*

Gillespie Miller, Inwood.
 Miss Clara L. Flitner, Inwood.
 " Mary E. Thurber, 135th st., North N. Y.
 " Ella G. Shorey, 228 East 121st street.

FRENCH TEACHER.

Adrien de Bonpart, Fordham.

DRAWING TEACHER.

Michael A. Sullivan, 129th st., and 10th ave.

MUSIC TEACHER.

Hubbard Daly, 124th street, near 3d avenue.

JANITOR.

John Lehey, in the building.

Grammar School No. 53.

*Seventy-ninth street, near Third avenue,
Nineteenth Ward.*

BOYS' DEPARTMENT.

George White, Washington av., bet. 170th &
171st sts., Morrisania, N. Y.

John S. Lyons, 333 East 65th street.

Anthony P. Geraghty, 209 East 92d street.

Edward C. Kelly, 174 East 85th street.

Mrs. Anastatia B. Mahoney, 206 East 86th st.

Miss Adelaide Collins, 312 East 49th street.

" Margaret Murray, 211 East 86th street.

" Frances H. Molloy, 220 East 78th street.

" Louella J. Lloyd, 215 East 48th street.

" Hannah C. Strouse, 147 East 53d street.

" Kate Cruise, 229 East 80th street.

" Mary W. McLoughlin, 145 East 126th st.

GIRLS' DEPARTMENT.

Miss Salome Purroy, 685 Lexington avenue.

" Mary E. Francis, 843 Sixth avenue.

" Mary Jean McGay, 48 Prospect st., B'lyn.

" Mary C. Purroy, 685 Lexington avenue.

" Margaret M. Slatery, Ave. A, bet. 57th
and 58th streets.

" Mary F. Geraghty, 209 East 92d str. et.

" Teresa E. Bernholz, 410 West 53d st.

" Mary Ida Hutton, 162 East 91st street.

" Sarah Breese, 187 East 71st street.

" Elizabeth Antisell, 144 4th st., W'msb'g.

" Eleanor F. Monks, 203 East 91st street.

PRIMARY DEPARTMENT.

Miss W. M. Bonesteel, 179 East 73d street.

" Isabel M. Bryan, 784 Lexington avenue.

" Adeline G. Kelly, 174 East 85th street.

" Ellen F. Canty, 53 East 83d street.

Miss Mary F. Rooney, 140 East 83d street.

" Eliza Lenihan, 328 East 55th street.

" Kate O'Meara, 428 East 58th street.

" Ellen C. Barter, 174 East 80th street.

" Mary E. Sawyer, 415 East 85th street.

" Susan A. Cowhey, 200 East 39th street.

" Jane J. Plunkett, 187 East 64th street.

" Fannie Du Moulin, 1622 First avenue.

" Emma L. Smith, 1626 First avenue.

" Mary A. Spillane, Lex. av., bet. 88th and
89th streets.

" Josephine Deleenheer, 167 East 73d st.

MUSIC TEACHERS.

Anthony J. Davis, 411 East 83d street.

Charles Hauschel, 184 East 70th street.

FRENCH TEACHER.

Adrien de Bonpart, Fordham, N. Y.

DRAWING TEACHER.

Rudolph Wasserscheid, 898 2d avenue.

JANITOR.

John Pye, in the building.

Grammar School No. 54.

104th street, cor. 10th avenue, Twelfth Ward.

GRAMMAR DEPARTMENT.

Jared S. Babcock, 162 West 47th street.

Edward H. Boyer, 571 Lorimer st., Brooklyn.

Miss Margaret A. Porter, 113th street, bet. 9th
and 10th ayes.

" Carrie M. Colegrove, 222 West 123d st.

" Georgiana W. Porter, 113th st., bet. 9th
and 10th avenues.

" Agnes K. McGuire, 220 East 123d street.

PRIMARY DEPARTMENT.

Miss Eliza R. Knapp, 100th st. bet. 9th and
10th avenues.

Mrs. Henrietta L. Wood, 75 East 130th street.

Miss Delia Krowl, 52 East 112th street.

" Carrie A. Utter, Boulevard and 94th st.

" Lizzie Shields, 96th st., near 8th avenue.

MUSIC TEACHER.

Hubert A. Daly, 124th st., near 3d avenue.

DRAWING TEACHER.

Miss Julia C. Van Wagener, 12 East 49th st.

JANITOR.

William D. Deblois, in the building.

Grammar School No. 55.

140 West 20th street, Sixteenth Ward.

BOYS' DEPARTMENT.

Thomas W. Conklin, 61 St. Mark's place.
 Thomas J. Meighan, Mamaroneck, N. Y.
 G. M. Wilber, 75 East 10th street.
 M. H. Close, Plainfield, N. J.
 Edward P. Pitcher, 75 7th avenue.
 Edgar Vanderbilt, 324 West 30th street.
 Isaac Berlitzheimer, 412 West 40th street.
 Miss Mary A. Col-ton, 34 West 36th street.
 " Jennie Caldwell, 111 East 78th street.
 " Ellen D. Traphagen, 67 Bedford street.
 " Jennie Ure, 412 West 29th street.
 " Mary M. Coffey, 128 West 23d street.
 " Fannie A. Coggs-well, 140 West 20. h st.
 " Emma Watson, 140 West 20th street.
 " Mary T. Kelly, 168 Eighth avenue.
 " Lizzie Caldwell, 111 East 88th street.
 " Annie Hamilton, 448 West 31st street.
 " Abbie M. Smyth, 315 West 17th street.

DRAWING TEACHER.

Francis Melville, 88 Prince st., Brooklyn.

PRIMARY DEPARTMENT.

Mrs. Hannah M. Rouse, 231 West 20th street
 Miss Lizzie A. Pardee, 256 West 21st street.
 " Mary White, 339 West 20th street.
 " Emma A. Richards, 253 West 22d street.
 " Isabel Arnout, Tremont, Westchester Co.
 " Sarah A. McFarland, 143 Franklin street.
 Greenpoint.
 " Mary J. Hill, 160 W. 24th street.
 " Rebecca N. B. McMillan, 332 West 19th street.
 " Anna C. Patton, 163 7th avenue.
 " Bella Cairns, 118 West 41st street.
 " Louisa Morrison, 439 West 19th street.
 " Lizzie M. Salisbury, 222 West 28th st.

MUSIC TEACHER.

Robert Elder, 100 West 44th street.

FRENCH TEACHER.

George Bachelor, 648 Broadway.

JANITOR.

Peter O'Neil, in the building.

Grammar School No. 56.

West 18th street, near 9th avenue, Sixteenth Ward.

GIRLS' DEPARTMENT.

Miss Mary A. Simms, 330 West 18th street.
 " Elizabeth Loveridge, 445 West 24th st.
 " Adeline V. Sutton, 444 West 23d street.
 " S. Amanda De Baun, 122 East 27th st.
 Mrs. Catherine Blauvelt, 426 West 34th st.
 Miss Ellen C. Walsh, 221 7th st., Jersey City.
 " Elizabeth Graham, 435 Classon avenue, Brooklyn.
 " Robina S. Gilchrist, 761 6th avenue.
 " Kate F. Ritchie, 349 West 12th street.
 " Ellen A. Many, 406 6th avenue.
 " Elizabeth M. Barnes, 52 West 15th st.
 " Blanche E. Millengen, 351 West 17th st.
 " Anna J. Coe, 306 West 28th street.
 " Amelia Boiles, 428 West 18th street.

GERMAN TEACHER.

Mrs. Barbara M. Ringeling, 225 East 10th st.

PRIMARY DEPARTMENT.

Miss Lucertia E. McGuire, 430 West 34th st.
 " Emily R. Grafton, 167 Macon st., B'klyn
 " Cecilia Carey, 124 East 117th street.
 " Louisa Vandervoort, 478 West 34th st.
 " Jennie A. C. Hagar, 148 East 85th st.
 " Louisa Seaman, 225 10th avenue.
 " Annie E. Barnes, 52 West 15th street.
 " Sophie T. Ecker, 457 West 17th st.
 " Rachel Smith, 439 West 44th street.
 " Maggie J. Robinson, 362 9th avenue.
 " Josie Hyde, 77 Henry st., Brooklyn.
 " Annie M. Conklin, 328 West 18th st.
 " Ida L. Pollock, 318 West 53d street.
 Miss Ella Kissam, 348 West 15th street.
 " Jennie E. Archer, Tenth st., Hoboken.

MUSIC TEACHER.

Jonathan C. Woodman, Flushing, L. I.

DRAWING TEACHER.

Francis Melville, 192 Prince street, Brooklyn.

JANITOR.

Dennis Gallagher, in the building.

Grammar School No. 57.

One Hundred and Fifteenth street, near 3d avenue, Twelfth Ward.

BOYS' DEPARTMENT.

Jacob S. Warner, 152 East 115th street.
 Charles McGregor, 142 East 128th street.
 Theodore B. Barringer, 515 East 119th street.
 Miss Alecy B. Greenwood, 128 East 110th st.
 " Mary Welch, 122 East 114th street.
 " Louisa Engelchurch, 2291 Second av.
 " Emma Boone, 153 East 114th street.
 " Maggie R. Baird, 198 East 23d street.
 " Annie Nolan, 162 East 117th street.
 " Louisa Maxma, Laurence street, bet. 9th and 10th avenues.
 " Mary J. Porter, 113th st., bet. 9th and 10th avenues.
 " Isabella McCabe, 165 East 86th street.
 " Josephine Morgan, 103 East Fourth st.
 " Mary Mitchell, 122 East 114th street.
 Mrs. Juliet Conklin, 152 East 115th street.

PRIMARY DEPARTMENT.

Mrs. Elizabeth T. Vance, 1618 First av.
 Miss Marietta Clark, 219 East 126th street.
 " Mary L. McGurk, 206 East 119th street.
 " Clara A. Kearney, 136 East 121st street.
 " Emma Sowden, 352 East 124th street.
 " Clara Besson, 164 West 125th street.
 Mrs. Kate Ryder, 1618 First avenue.
 Miss C. Elizabeth Gardner, 345 East 84th st.
 " Edith E. Rendell, 110 East 124th street.
 " Mary F. Coachmon, 212 East 39th street.
 " Myra Townsend, 125 East 113th st.
 " Mary B. D. Locke, 33 East 110th street.
 " Maggie McGill, 231 Mulberry street.
 " Alice De Forest, 215 West 124th street.
 " Kate Sawin, Tremont.
 " Susie M. Brown, 410 East 85th st.
 " Louisa Probst, 538 East 120th street.
 " Annie S. Bailey, 129th street and 6th av.

MUSIC TEACHER.

Hubert A. Daly, 121st st., near Second av.

DRAWING TEACHER.

Julia C. Van Wagenen, 13 East 49th street.

JANITOR.

Seth W. Valentine, in the building.

Grammar School No. 58.

Fifty-second street, near Eighth avenue, Twenty-second Ward.

BOYS' DEPARTMENT.

John D. Robinson, 69th street, 12th house west of Tenth avenue.
 Matthew J. Elgas, 316 West 52d street.
 Arthur A. Barrows, 108 West 45th street.
 Miss Fannie J. Scarlett, 10 Stryker's lane.
 Alfred T. Schauffler, 135 East 15th st.
 Miss Mary E. Carroll, 436 West 51st street.
 " Kate E. Hogan, 304 West 28th st.
 Sheppard Banks, 132 East 18th street.
 Miss Rose C. McMullin, 109 West 49th street.
 " Mary A. Cogan, 854 8th avenue.
 " Charlotte A. Bell, 114 West 38th street.
 " Carrie A. Hard, 304 West 53d street.
 " Jennie M. Bell, 114 West 38th street.
 " Emma T. Smith, 10th ave., bet. 69th and 70th streets.
 " Ella M. Hall, 416 West 44th street.
 " Josephine H. MacKenzie, West 72d st.
 " Adolphine T. Hoffman, 325 West 43d st.

GERMAN TEACHER.

John M. Mayer, 353 West 53d street.

MUSIC TEACHER.

Francis H. Nash, Morrisania.

DRAWING TEACHER.

John M. Van Everen, 331 West 48th street

PRIMARY DEPARTMENT.

Miss Maria Jasper, 144 West 45th street.
 " Mary A. Root, 442 West 51st street.
 " Mary M. Skiffington, 314 West 47th st.
 " Emma A. Egbert, 314 West 46th st.
 " Emily J. Dowling, 671 Eleventh avenue.
 Mrs. Amelia Person, 3 Spencer place.
 Miss Lizzie Danvers, 326 West 55th street.
 " Janet C. Burnette, 834 Eighth av.
 Mrs. Matilda Gray, 134 Ninth avenue.
 Miss Emma L. Preece, 151 West 56th street.
 " Mary E. Hale, 28 West 128th street.
 " Ida A. Davidson, 120 West 54th street.
 " Julia D. Vreeland, 321 West 28th st.
 " Rose A. Murray, 313 East 53d street.
 " Kate Allen, 273 West 52d street.
 " Mary J. Warden, 9 Ashland place.
 " Frances J. Duffy, 314 West 47th street
 " Cornelia A. Thompson, 97th street and Boulevard.

Miss Frances Bassett, 69th st. and 11th av.

" Emily Fletcher, 124 West 54th st.

MUSIC TEACHER.

Mrs. Henrietta Seebach, 418 West 44th street.

JANITOR.

Frederick Meyer, in the building.

Grammar School No. 59.

*Fifty-seventh street, near Third avenue,
Nineteenth Ward.*

BOYS' DEPARTMENT.

John Boyle, 238 East 78th street.

John Walsh, 223 East 57th street.

William B. Wallace, 145 East 48th street.

Samuel Greenbaum, 768 Second avenue.

Elmer Poulson, 209 East 36th street.

Miss Margaret O. Cannon, 313 East 42d st.

Mrs. Mary E. C. Leverich, 111 East 86th st.

Miss Mary E. McCabe, 534 Second ave.

" Kate Kerland, 168 East 38th street.

" Margaret C. Robinson, 304 East 65th st.

" Mary E. Hunt, 4th ave., bet. 87th and
88th streets.

" Clara P. Ormsbee, 265 West 22d st.

GIRLS' DEPARTMENT.

Miss Ellen R. Drew, 223 East 57th street.

" Kate G. Broderick, 215 West 58th st.

" Kate E. Johnson, 223 East 87th street.

" Olivia J. Hall, 642 Lexington avenue.

" Mary J. T. Kelly, 153 East 85th street.

" Isabelle Frazer, 205 East 85th street.

" Katie F. Scanlan, 347 East 58th street.

" Margaret O'Sullivan, 60 East 7th st.

" Maria Christie, 351 East 87th street.

" Sarah Coleman, 421 East 76th street.

" Julia Richman, 414 East 50th street.

" Elizabeth F. Anthony, 146 East 54th st.

PRIMARY DEPARTMENT.

Mrs. Mary E. Perley, 716 Lexington avenue.

Miss Anna M. Walsh, 221 7th street, Jersey
City.

" Emma E. Brennan, 157 East 30th street.

" Margaret Sullivan, 1164 2d avenue.

" Kate Thompson, 109 Sheriff street.

" Emma C. Steer, 141 East 48th street.

" Isabelle Joyce, 53d st. and 8th avenue.

" Mary A. Burke, 112 East 54th street.

" Mary J. Shaw, 967 2d avenue.

Mrs. Joseph Cozans, 427 East 58th street.

Miss Amelia Smith, 345 East 42d street.

" Annie E. McCabe, 307 East 62d street.

" Sarah E. Morrell, 238 East 81st street.

" Annie E. Kelly, 333 East 84th street.

" Margaret Daly, 72d st. and Avenue A.

Mrs. Josephine Hoppock, 245 East 62d st.

Miss Ida C. Snyder, 445 East 119th street.

" Anna M. Kelly, 153 East 85th street.

" Marion Christie, 163 East 56th street.

" Esther Hinds, 302 West 54th street.

" Hattie L. Hooper, 223 East 23d street.

GERMAN TEACHER.

Miss Elena Franckfort, 311 East 9th street.

MUSIC TEACHER.

Charles Haenschel, F. and P. Depts., 184 East
70th street.

FRENCH TEACHER.

Felix J. B. Koestler, M. and F. Depts., 39
West 33d street.

DRAWING TEACHER.

Max Eglaw, M. and F. Depts., 104 St. Mark's
place.

JANITOR.

Thomas Hogan, in the building.

PRIMARY SCHOOLS.

Primary School No. 1.

Ludlow street, near Delancy, Tenth Ward.

- Miss Lizzie L. Fitzgerald, 7 Rutgers street.
 " Kate R. Kimber, 1016 Pacific st., B'lyn.
 " Mary G. King, 141 Devoe st., W'msburg,
 E. D.
 " Jennie A. Fee, 404 E. 117th st., Harlem.
 " Anna E. Jones, 241 E. 50th street.
 " Cynthia H. Murdock, 359 East 50th st.
 " Charlotte E. Warner, 213 Clinton st.
 " Mary T. Riley, 32 Hester street.
 " Lavinia A. Dunn, 49 Macdougall street.
 " Carrie L. Patch, 339 E. 41st street.
 " Annie F. McManus, 238 Madison street.
 " Maggie McQuade, 100 Division street.
 " Amanda Warts, 528 6th avenue,
 " Carrie Jones, 141 Forsyth street.
 " Alice Murray, 22 W 127th st., Harlem.
 " Lucy A. Donahue, 569 Lafayette avenue,
 Brooklyn.
 " Henrietta H. Ewing, 110 Suffolk street.
 " Ida A. Everitt, 111 Eldridge street.
 " Mary J. Swan, 18 Gansevoort street.
 " Margaret T. Johnston, 58th street, cor.
 Madison avenue.
 " Ellen M. Grogan, 144 W. Houston st.,
 Rebecca C. Woodward, Prospect avenue,
 Morrisania.
 Hattie J. Willis, 412 W. 40th street.
 Elizabeth Wilson, 307 E. 26th street.
 " Jennie McMain, 94 9th avenue.
 " Clara Duane, 20 Gouverneur street.

MUSIC TEACHER.

George F. Bristow, Morrisania.

JANITOR.

Philip Treffinger, in the building.

Primary School No. 2.

101 Bayard street, Sixth Ward.

- Miss Sarah A. Foster, 109 Huron st., Green-
 point.
 " Kate Mulrooney, 19 Oliver st.
 " Carrie Whiteford, 100 Adams st., B'lyn.
 " Celia A. Cullen, 23 St. Mark's place.
 " Isabelle A. Mulrooney, 19 Oliver street.
 " Ellen A. Cavanagh, 55 Roosevelt street.
 " Delia A. Murray, 495 Pearl street.

MUSIC TEACHER.

George Rexford, 40 Barrow street.

JANITRIX.

Mrs. Eliza Hennessey, 96 Bayard street.

Primary School No. 3.

100 Cannon street, Eleventh Ward.

- Miss Annie McVey, 229 East 84th street.
 Mrs. Nancy Vaughan, 420 East 51st street.
 Miss Theresa Keating, 315 Fourth street.
 " Phebe Murdock, 250 East 109th street.
 " Matilda McGee, 10 8th st., B'lyn, E. D.
 " Angeline De Camp, 113 Varick street.
 " Alice J. Farmer, 303 S. First st., B'lyn,
 E. D.
 " Johanna Cohn, 77 Third street.
 " Honora Fahey, 199 Avenue C.

MUSIC TEACHER.

Miss Olive E. Barber, 156 Taylor st., Brook-
 lyn, E. D.

JANITOR.

William Fargo, 137 Cannon street.

Primary School No. 4.

429 *East Sixteenth street, near First avenue.*
Eighteenth Ward.

- Miss M. Louise Waring, 152 W. 37th street.
 " Mary E. Lamb, 240 East 23th street.
 " Maggie Dougherty, 305 First avenue.
 " Martha Mahoney, 440 E. 14th street.
 " Annie E. Fitzpatrick, Avenue A, bet.
 119th and 120th streets.
 " Delia Clesham, 340 E. 9th street.
 " Annie E. Scannell, 336 E. 13th street.
 " Margery Lucas, 237 E. 24th street.
 " Louise F. Lyons, 313 W. 14th street.
 Mrs. Eliza V. M. Gustane, 61 E. 86th street.

JANITOR.

Samuel Sturgeon, in the building.

Primary School No. 5.

Tenth street, near Avenue C, Eleventh Ward.

- Miss Julia C. Flanagan, 81 Second avenue.
 " Anna L. Madden, 314 E. 15th street.
 " Lizzie F. Palmer, Mt. Vernon, West-
 chester Co.
 " Anna M. Bunce, 232 E. 119th st., Harlem.
 " Julia P. Orton, 310 E. 13th street.
 " Amelia C. Chapin, 61 S. 4th st., Br'klyn,
 E. D.
 " Mary A. Hogan, 96 S. 2d st., Brooklyn,
 E. D.
 " Henrietta Lehwess, 348 Second avenue.
 " Emily J. Coles, 262 Second street.
 " Lily Murray, 297 Seventh street.
 " Mary G. McGrath, 107 Classon av., B'lyn.
 " Christina R. McLeod, 317 Third street.
 " Lizzie Foley, 238 E. 47th street.
 Mrs. Louise T. Warner, 107 Seventh street.

MUSIC TEACHER.

Miss Olive Barber, 15 Taylor street, Brooklyn.
 E. D.

JANITOR.

William Hammarth, in the building.

Primary School No. 6.

No. 61 Thompson street, Eighth Ward.

- Miss Sarah Smith, 149 West 45th street.
 " Annie Mitchell, 26 Vandam street.

- Miss Annie E. Macvey, 143 West 10th street.
 " Sophia E. Frith, 121 Barrow street.
 " Isabella La Forge, 422 W. 17th street.

JANITRIX.

Mrs. Winnifred Ruddy, 37 Thompson street.

Discontinued September 1, 1873.

Primary School No. 7.

274 West Tenth street, Ninth Ward.

- Miss Elizabeth E. Mead, 33 Morton street.
 " Phebe A. Birdsall, 102 Balchen place,
 Brooklyn
 " Joanna Emmons, 268 W. 19th street.
 " Margaret J. Chalmers, 424 W. 16th st.
 " Josephine Herrick, 10 Vandam street.
 " Malvina A. Biegel, 19 Bethune street.
 " Mary B. Van Beuren, 140 W. Honston st.

JANITOR.

Mrs. Catherine Ackerson, in the building.

Primary School No. 8.

Mott street, near Canal, Sixth Ward.

- Mrs. A. C. McHugh, 42 W. 15th street.
 Miss K. McHugh, 42 W. 15th street.
 " S. Devitt, 110 E. Fourth street.
 " A. Murray, 227 E. 57th street.
 " A. L. Fierty, 157 Henry street
 " L. J. McKeon, 265 Division street.
 " K. A. Nealis, 43 Mott street.
 " E. T. Lee, 89 Canal street.
 " M. A. O'Donnell, 19 Rutgers place.
 " K. J. Murphy, 24 Pitt street.

MUSIC TEACHER.

George Rexford.

JANITRIX.

Mrs. Annie Hart, in the building.

Primary School No. 9.

42 First street, Seventeenth Ward.

- Miss Kate A. Rogers, 335 E. 50th street.
 " Matilda H. Hoagland, 61 Broome st.

- Miss Helen V. Brinckerhoff, 16 Charlton st.
 " Minnie T. Humbert, Yonkers.
 " Mary D. Kennedy, 423 W. 37th street.
 " Mary E. Cannan, 183 Third avenue.
 " Bella V. Flinn, 90 Second avenue.
 " Oliva McDowell, 347 E. 18th street.
 " Julia Clemons, 112 Third avenue.
 " Grace Greenwood, 289 W. 4th street.
 " Nannie L. Levermann, 123 E. 7th street.

JANITOR.

Charles Ling, in the building.

Primary School No. 10.

Cannon street, near Broome, Thirteenth Ward.

- Miss Margaret L. Miller, 41 E. 84th street.
 " Mary E. Northrip, 148 W. 27th street.
 " Josephine Chinn, 47 Sands st., B'klyn.
 " Harriet H. Raymond, 40 Clermont ave., Brooklyn.
 " Rosalie Griffin, 31 Wythe av., Brooklyn, E. D.
 " Nettie A. Blair, 458 W. 43d street.
 " Josephine E. Ostrander, 171 E. 86th st.
 " Agnes Z. Connor, 116 S. 2d st., B'lyn, E. D.
 " Anna J. Purdy, 1055 Dean st., B'lyn.
 " Anna E. Stewart, 72 Sheriff street.

MUSIC TEACHER.

George H. Curtis.

JANITRIX.

Mrs. Rosanna Morgan, in the building.

Primary School No. 11.

Vestry street, near Hudson, Fifth Ward.

- Miss Frances C. Comstock, 62 Third street, Brooklyn, E. D.
 " Mary Sherwood, 351 West 50th street.
 " Clemantine Palmer, 18 Bank street.
 " Matilda M. Vesey, 223 South street, Jersey City.
 " Elizabeth Macdonough, 78 State street, Brooklyn.
 " Jane Adair, 214 West 33d street.
 " Kate J. Tunney, 58 Vandam st.
 " Mary J. Fraser, 193 Hudson street.
 Katie E. Wedekind, 13 North Moore st.

MUSIC TEACHER.

George F. Bristow, Morrisania.

JANITOR.

Nicholas Mulhall, in the building.

Primary School No. 12.

No. 85 Roosevelt street, Fourth Ward.

- Miss Kate J. White, 9 Madison street.
 " Maria E. Reardon, 133 Cherry street.
 " Ellen Lane, 172 Sands st., Brooklyn.
 " Minnie M. Gos, 132 East Broadway.
 " Kate Brophy, 108 Cherry street.
 " Mary G. Meagher, 95 Division street.
 " Mary F. Curtin, 77 Meecker avenue, Brooklyn, E. D.
 " Mary C. Daly, 231 Avenue B.
 " Kate M. Forde, 7 Peck Slip.
 " Rose Brophy, 108 Cherry street.

MUSIC TEACHER.

Miss Lizzie F. Downes, 22 Oliver street.

JANITRIX.

Mrs. Mary Blake, 95 Roosevelt street.

Primary School No. 13.

Downing street, near Bleecker, Ninth Ward.

- Miss M. Louisa Roome, 785 Greenwich st.
 " Sarah R. M. Lake, 51 Morton st.
 " Jane B. McDoe, 71 Jane street.
 " Angie Tooker, 34 Clarkson street.
 " M. Ella Gowdey, 15 Leroy street.
 Mrs. Annie S. Smith, 334 West 11th street.
 Miss Clara D. Gripper, 261 West 52d street.
 " Margaret Watson, 122 Amity street.
 " Mary A. Hazelton, 69 Barrow street.
 " Anna C. Voorhis, 361 West 11th street.
 " Julia Hill, 36 Perry street.
 " Clara L. Byfield, 44 Downing street.
 " M. Addie Ryerson, 536 West 42d street.

JANITRIX.

Mrs. Charlotte Butterworth, in the building.

Primary School No. 14.

Oliver street, near Oak, Fourth Ward.

- Mrs. Margaret T. Donegan, 102 Waverly pl.
 Miss Anna Goodwin, 84 Monroe street.

Miss Theresa M. Gill, 212 East Broadway.
 " Catherine Doherty, 515 Hicks st., B'klyn.
 " Lizzie A. White, 75 Seventh street.
 " Kate M. Ryan, 52 James street.
 " Mary A. Coll, 24 Flushing ave., B'klyn.
 " Mary A. Locker, 287 Jay street.
 " Mary A. Hayes, 30 Vandewater street.
 " Mary A. Wild, 107 Cherry street.

MUSIC TEACHER.

Miss Lizzie Downes, 22 Oliver street.

JANITOR.

Cornelius Danehy, in the building.

Primary School No. 15.

No. 3 Stone street, First Ward.

Miss Kate Britton, 591 West 43d street.
 " Bridget C. Horen, 140 Washington st.
 " Kate J. Carroll, 197 State street, B'klyn.
 " Kate C. Corbett, 3 Carlisle street.
 " Bella Hayes, 62 Varick street.
 " Nellie C. Burke, 27 West Fourth street.

MUSIC TEACHER.

Francis H. Nash, Morrisania.

JANITRIX.

Mrs. William Westfall, in the building.

Primary School No. 16.

*East Thirty-second street, near Third avenue,
 Twenty-first Ward.*

Miss Sarah McCaffery, 152 East 32d street.
 " Kate A. Fitzgibbon, 230 West 38th st.
 " Elizabeth A. Connor, 286 Mulberry st.
 " Louisa Molloy, 228 East 78th street.
 " Kate H. Reid, 244 East 27th street.
 " Kate C. Walsh, 335 East 24th street.
 " Charlotte E. Bishop, 15 West 26th street.
 " Sarah Beckett, 53 New Chambers street.
 " Nora G. Cotter, 300 East 34th street.
 " Alice M. Prendergast, 236 East 47th st.
 " Kate Ryan, 221 East 60th street.
 " Florence O'Keefe, 3 Orchard street,
 " Julia Dunphy, 213 East 29th street.
 " Emily D. Wilson, 308 East 34th street.

Miss Kate L. Moran, 126 East 27th street.
 " Emily A. Keogh, 314 East 31st street.
 " Mary Wright, 92 Grove street.
 " Grace M. Obendofer, 323 West 31st st.

MUSIC TEACHER.

Miss Kate C. Walsh.

JANITOR.

Patrick O'Toole, in the building.

Primary School No. 17.

No. 252 West Forty-second street, Twenty-second Ward.

Miss Frances M. Finch, 450 West 43d street.
 " Olive C. Smith, 360 West 45th street.
 " Eliza Gantier, 209 East 58th street.
 " Louisa Kyle, 312 West 32d street.
 " Lucy McNespie, 154 East 90th street.
 " Catharine Connolly, 261 West 40th st.
 " Margaret O'Brien, 343 West 50th street.

MUSIC TEACHER.

Mrs. Henrietta Seebach, 418 West 44th st.

JANITOR.

Mrs. Blackhurst, in the building.

Primary School No. 18.

189 Waverly Place, Ninth Ward.

Miss Jane Walker, 349 West 29th street.
 " M. Isabella Williams, 341 West 30th st.
 " Leillie F. Biegel, 19 Bethune street.
 " Mary E. Smith, 355 West 11th street.
 " Josephine Attwell, 48 Morton street.
 " Anna Miller, 372 Bleecker street.

JANITRIX.

Mrs. Susan Manning, in the building.

Primary School No. 19.

*Corner of 105th street and Third avenue,
 Twelfth Ward.*

Miss Sarah Smith, 127 East 61st street.
 " Hattie A. Denniston, 438 East 79th st.
 " Helen E. Boyce, 525 East 86th street.
 Mrs. Eliza Silkman, 313 East 119th street.

JANITOR.

Mr. John C. Lee, in the building.

Primary School No. 20.*Broome street, near Clinton, Thirteenth Ward.*

- Miss Ernestina F. Moll, 189 Division street.
 " Sarah A. Montague, 60 East 57th street.
 " Emily J. Fernald, 291 East 3d street.
 " Rachel Walter, 248 West 49th st.
 " Margery J. Hinman, Mercer st., Jersey City.
 " Amy Connolly, 1 Jefferson street.
 " Martha Hagaman, 81 Cannon street.
 " Laura A. Searle, 122 Delancey street.
 " Josephine Kane, 93 Attorney street.
 " Mary F. Smith, 113 Cannon street.
 " Addie Kling, 168 East 61st street.
 " Jane E. McDermott, 5 Lewis street.
 " Kate Brady, 34 Willett street.
 " Martha L. Rockwell, 220 East 36th st.
 " Josephine Seixas, 406 Classon avenue, Brooklyn.
 " Helena A. McCarthy, 139 Broome st.

MUSIC TEACHER.

George H. Curtis, Lee avenue, Brooklyn.

JANITRIX.

Cornelia Donigan, in the building.

Primary School No. 21.*3d avenue, near 49th street, Nineteenth Ward.*

- Miss Martha B. Miller, 41 East 84th street.
 Mrs. Sarah A. Dupont, 448 East 58th street.
 Miss Emalyn Lawyer, 54 Jane street.
 " Amelia M. Woodhull, 216 East 45th st.
 " Eleanor M. Gallagher, 321 East 53d st.
 " Alice Neustadt, 323 East 58th street.
 " Lucretia P. Sparks, 62 East 53d street.
 Mrs. Sarah J. Winsmore, 131 Sherman avenue, Newark.
 Miss Mary H. Watkins, 230 East 27th street.
 Miss Bertha Lowenfels, 568 2d avenue.

MUSIC TEACHER.

Mrs. Sarah A. Dupont, 444 East 58th street.

JANITOR.

Francis T. Hirseman, 129 East 50th street.

Primary School No 22.*Ninth street, corner First avenue, Seventeenth Ward.*

- Miss Elizabeth C. Jones, 66 Park avenue.
 Mrs. Emily M. Greenwood, 289 West 4th st.
 Miss Jennie G. Cunningham, 124 East 24th st.
 " Elizabeth Walker, 142 Stanton street.
 " Anna L. Ewing, 424 East 116th street.
 " Kate C. Taff, 307 East 33d street.
 " Laura L. Brown, 318 West 23d street.
 Mrs. Louise J. Wetmore, 294 East Broadway.
 Miss Annie Cunningham, 124 East 24th st.
 " Rachel S. Gornitz, 95 St. Mark's place.
 " Elizabeth Hewitt, 104 Waverly place.
 " Clara Roylance, 310 East 26th street.
 " Laura McWatters, 19 2d street.
 " Isabella C. Palmatier, 515 9th avenue.
 " Sara Barndollar, Tremont, Westchester, Co.

MUSIC TEACHER.

J. Frank Bartlett, 48 West 11th street.

JANITOR.

Christian Raegner, in the building.

Primary School No. 24.*Horatio street, near Hudson, Ninth Ward.*

- Miss Mary Waterbury, Washington Heights, N. Y.
 " Anastasia H. Nixon, 312 West 18th st.
 " S. Elizabeth Wandell, 108 Leroy st.
 " Adelaide D. Boyce, Bayonne, N. J.
 " Adaline Ellison, 208 West 10th street.
 " Susan Harriot, 353 West 30th street.
 " Marion J. Wood, 167 West 10th street.
 " Emma J. Hirst, 51 Bedford street.
 " Hattie McKinley, 732 Greenwich st. .
 " Fannie Brownlee, 215 West 28th st.
 " Etta J. Pierce, 76 Perry street.
 " Lizzie Vanderbilt, 308 West Eleventh st.
 " Ella B. Van Buren, 140 W. Houston st.

JANITRIX.

Mrs. Mary Hunt, in the building.

Primary School No. 25.*545 Greenwich street, Eighth Ward.*

Miss Jane G. Hill, 667 Greenwich street.

" Mary E. Frost, 53 Vandam street.

" Anna R. Houseworth, 177 Grand street,
Jersey City.

" Jennie C. Cassady, 316 East 37th street.

" Emily A. Shepard, 22 Vandam street.

" Emma Neppert, 399 Canal street.

" Isabel F. La Forge, 422 West 17th st.

MUSIC TEACHER.Miss Anna R. Houseworth, 177 Grand street,
Jersey City.**JANITOR.**

William Kenney, 537 Greenwich street.

Primary School No. 26.*No. 536 East 12th street, Seventeenth Ward.*

Miss H. Louise Clark, 314 West 33d street.

" Mary A. Underhill, 322 5th street.

" Angeline V. Goodenough, 70 Java st.,
Greenpoint.

" Mary E. Grey, 346 East 20th st.

" Maria M. Price, 312 East 37th street.

" Mary E. Flinn, 99 2d avenue.

" Emma Van Ness, 85 S. 2d st., Brooklyn,
E. D.

" Cassie Tompkins, 30 Third street.

" Maggie Lynch, 210 Sixth street.

" Barbara Nungasser, 137 East Houston
street." Evelina Nungasser, 137 East Houston
street.

" Katie Lynch, 210 6th street.

" Sarah Hartough, 421 West 37th street.

" Mary C. Dolan, 235 East 33d street.

MUSIC TEACHER.

J. Frank Bartlett, 48 West 11th street.

JANITOR.

V. W. H. Fleming, in the building.

Primary School No. 27.*37th street, near 10th avenue, Twentieth Ward.*

Miss Amanda M. House, 133 West 41st st.

" McKuskor, 424 West 35th street.

" Kate L. Simms, Leonia.

Miss M. Jennie Updike, 507 West 2d street.

" Ida L. Troutt, 309 West 19th street.

" Annie Hollister, 412 West 19th street.

" Kate M. Mooney, 16 Allen street.

" Frances Hall, 110 West 30th street.

" Julia Hodges, 331 West 33d street.

" Margaret McGinn, 135 9th avenue.

" Adaline Wilkinson, 370 West 30th st.

" Margaret Roy, 404 West 29th street.

" Margaret Smith, 406 West 54th street.

Mrs. Emma Carpenter, 438 West 34th street.

" Emma Miller, 308 West 27th street.

Miss Eva C. Tompkins, 687 Greenwich st.

MUSIC TEACHER.

George C. Rexford, 35 Morton street.

JANITOR.

Samuel C. Haight, in the building.

Primary School No. 28.*20th street, near 2d avenue, Eighteenth Ward.*Miss Elizabeth A. Wilkinson, 249 East 105th
street." Susan Cloherty, 148 Java street, Green-
point.

" Eleanor Taylor, 209 East 26th street.

" Sarah Crouchley, 337 East 20th street.

" Emma A. Hovey, 133 East 16th street.

" Nellie Ford, 70 East 61st street.

" Jennie Dugan, 242 East 33d street.

" Mary T. Lambert, 254 East 61st street.

" Anna M. Lockridge, 306 East 26th st.

" Julia Murphy, 164 West 35th street.

" Sarah T. Dolan, 342 East 18th street.

" Mary Walker, 283 1st avenue.

" Louise Haydock, 1624 1st avenue.

" Julia Crinnion, 306 East 20th street.

MUSIC TEACHER.

Miss Julia Murphy, 164 West 35th street.

JANITOR.

Timothy Curtin, 322 E. 20th street.

Primary School No. 29.*Nineteenth street, near Avenue A, Eighteenth
Ward.*

Miss Sarah Bodine, 418 E. 58th street.

" Annie Byrdsall, 310 E. 19th street.

Miss Mary L. Mitchell, 124 State st., B'lyn.
 " Irene Winchell, 286 Third avenue.
 " Laura J. Snell, southwest corner of 86th street and First avenue.
 " Lamartine Whiting, 245 E. 21st street.
 " Maria E. Fitzpatrick, Avenue A, bet. 119th and 120th streets.
 " Margaret Durnin, 194 Third avenue.
 " Mary E. Donohue, 404 East 21st street.
 " Sarah L. Dolan, 235 East 33d street.
 " Sarah A. Collins, 326 Second avenue.
 " Mary Berry, 276 Third avenue.
 " Hannah A. McKeever, 114 Greene street, Greenpoint.

JANITRIX.

Mrs. Bridget Downey, 444 East 19th street.

Primary School No. 30.

Ward's Island, Twelfth Ward.

Miss Mary Cunningham, 124 East 24th street.
 Mrs. Theresa F. Paton, 135 E. 118th street.
 Miss Anna A. Williams, 214 East 109th st.

Primary School No. 31.

272 Second street, Eleventh Ward.

Miss Ellen F. Holly, 236 Fifth street.
 " Anna W. Birdsall, 169 East 81st street.
 " Maggie F. McCaffry, 293 Third st.
 " Julia J. Petrick, 123 Division av., B'lyn.
 " Hannah Cromer, 41 Clinton street.
 " Mary J. Birdsall, 169 East 81st street.
 " Anna M. Houseworth, 166 E. 83d st.
 " Tillie Willis, Mount Vernon.
 " Maria Thompson, 340 Front street.
 " Josephine Donohue, 437 W. 44th st.
 " Catherine F. Rode, 338 Pearl street.
 " Emma L. Marsden, 296 13th st, B'lyn.
 Mrs. Anna L. Cameron, 99 Clymer street, Brooklyn, E. D.
 " Joanna M. Addi, 111 Georck street.

MUSIC TEACHER.

Miss Olive Barber, 156 Taylor street, Brooklyn, E. D.

JANITOR.

Jacob Stephen, in the building.

Primary School No. 32.

186th street, near Kingsbridge road, Twelfth Ward.

Miss A. T. Morrissey, 142d street, near Boulevard.
 " Margaret Veitch, 444 W. 34th street.
 " Mary E. Hart, 127 East 128th street.

MUSIC TEACHER.

Hubbard A. Daly, 121st st., near Second av.

JANITRIX.

Mrs. O'Brien, Fort Washington.

Primary School No. 33.

70th street, near Third avenue, Nineteenth Ward.

Mrs. Louise M. Galligan, 185 East 79th st.
 Miss Helen J. MacArthur, 160 East 92d st.
 " Kate A. Breslin, 528 Second avenue.
 " Anna M. Phelan, 1260 Third avenue.
 Mrs. Emma T. Waterman, 244 East 111th st.
 Miss Rosa McGovern, 176 East 87th street.
 " Yerith Frank, 231 East 53d street.
 " Kate Pine, 1020 Third avenue.
 " Kate Doyle, 124 East 32d street.

MUSIC TEACHER.

Mrs. Emma T. Waterman, 244 East 111th st.

JANITRIX.

Mrs. Margaret Redmond, 165 East 70th st.

Primary School No. 34.

293 Pearl street, Second Ward.

Mrs. Elizabeth Fox, 27 West Fourth street.
 Miss Annie C. Rodgers, Coney Island Road, L. I.
 " Norah V. Hassett, 31 Depeyster street.
 " Julia Danchy, 73 Oliver street.
 " Hannah E. Fitzgerald, 21 Oliver street.

MUSIC TEACHER.

Miss Nora V. Hassett, 31 Depeyster street.

JANITOR.

William Furlong, in the building.

Primary School No. 36.*68 and 70 Monroe street, Seventh Ward.*

Miss Sarah E. Raywood, 28 Suffolk street.
 " Harriet A. Budd, 50 Norfolk street.
 " Maggie A. Blaney, 22 Jefferson street.
 " Ella F. Graham, 329 Monroe st., B'lyn.
 " Annie T. Manning, 81 Mulberry street.
 " Elizabeth C. Butler, 554 Grand street.
 " Catherine F. Cummings, 167 Monroe st.
 " Mary A. Coyle, 51 Monroe street.
 " Hannah J. Hayes, 358 Cherry street.
 " Mary A. Ducey, 131 Monroe street.
 " Catherine L. Manning, 158 Cherry street.
 " Maria E. Joyce, 115 Summit st., B'lyn.
 " Annie E. Shannon, 154 Prospect street,
 Brooklyn.

MUSIC TEACHER.

Miss Kate Fitzpatrick, 75 Madison street.

JANITOR.

Michael Brassell, in the building.

Primary School No. 38.*117 Cedar street, First Ward.*

Miss Mary E. Dunican, 13 North Moore st.
 " Sarah C. Hubie, 8 Second st., B'lyn.
 " Kate Dollard, 49 Dominick street.
 " Mary A. Cowan, 50 Broad street.
 " Margaret Duffy, 40 Greenwich street.
 " Mary A. Hendricks, 67 Greenwich st.

MUSIC TEACHER.

Francis H. Nash, Morrisania.

JANITRIX.

Mrs. Daniel O'Connell, in the building.

Primary School No. 39.*194 and 196 Seventh street, Eleventh Ward.*

Miss Henrietta Fisk, 313 East Fourth st.
 " Miss Eleanor Magee, 10 Eighth street,
 Brooklyn, E. D.
 " Charlotte A. Morris, 55 South Fourth
 street, Brooklyn, E. D.

Miss Patience A. Hallett, 221 Third street,
Brooklyn, E. D.

" Elmira P. Lemon, 284 Classon av., B'lyn.

" Amelia Baner, 206 Avenue B.

" Marion A. Connor, 642 East Ninth st.

MUSIC TEACHER.

Miss Olive Barber, Taylor street, B'lyn, E. D.

JANITOR.

Austin A. Edwards, in the building.

Primary School No. 40.*Forty-ninth street and Seventh avenue, Twen-
ty-second Ward.*

Miss Julia M. Elliott, 206 West 49th street.
 " Henrietta L. Egbert, 314 West 46th st.
 " Sarah A. Fick, 353 West 56th street.
 " Lizzie M. Bell, 114 West 38th street.
 " Alice G. Styles, Ashburton av., Yonkers.
 " Margaret McGown, 312 Sixth st., J. C.
 " Mary F. Golding, 402 West 55th street.
 " Cornelia Walter, 238 West 49th street.
 " Jennie Parsells, 407 Ninth avenue.
 " Kate Burnett, 834 Eighth avenue.
 " Julia K. Root, 442 West 51st street.
 " Kate Fitzpatrick, 152 8th avenue.

MUSIC TEACHER.

Mrs. Henrietta Seebach, 418 West 44th st.

JANITOR.

James Wilson, in the building.

Primary School No. 41.*No. 516 West 52d street, Twenty-second Ward.*

Miss Mary E. O'Keefe, 242 West 50th street.
 " Julia M. Scarlett, 10 Stryker's lane.
 Mrs. Anna C. Flynn, 273 West 52d street.
 Miss Mary K. O'Donnell, 402 West 55th street.
 " Mary Corey, 315 West 44th street.
 " Sarah C. Hopper, 11 Stryker's lane.
 " Mary Fletcher, 124 West 54th street.
 Mrs. Sarah A. Richardson, 243 West 50th st.
 Miss Sarah J. Penfield, 568 Lexington ave.

MUSIC TEACHER.

Mrs. Henrietta Seebach, 418 West 44th st.

JANITOR.

Patrick Gormley, 520 West 52d street.

Primary School No. 42.

4th avenue, near Ninetieth street, Twelfth Ward.

Miss Harriet J. Craver, 109 East 12th street.

Miss Letitia Smith, 105 East 84th street.

" Elizabeth Daly, 222 East 82d street.

" Abbie E. Scott, 2257 2d avenue.

" Kate L. Hughes, 2265 2d avenue.

MUSIC TEACHER.

H. A. Daly, 121st street, near 2d avenue.

JANITOR.

Patrick Long, in the building.

COLORED SCHOOLS.

Colored School No. 1.

135 Mulberry street, Fourteenth Ward.

BOYS' DEPARTMENT.

John Peterson, 278 South 3d street, W'sburgh.
 Peter H. Loveridge, 218 Thompson street.
 John R. Porter, 172 Myrtle ave., Brooklyn.
 Wright Seaman, 135 Mulberry street.
 Miss Elizabeth W. Thompson, 242 East 53d street.

MUSIC TEACHER

George W. Pettit, 40 East 66th street.

DRAWING TEACHER.

Mrs. Eliza Newbury, 23 East 24th street.

GIRLS' DEPARTMENT.

Mrs. Eliza Gwynne Ferris, Tremont.
 Miss Julia A. E. Wood, 90 Wooster street.
 " Catherine Harly, 6 City Hall place.
 " Emma Hagerman, 23d st. and 3d ave.

MUSIC TEACHER.

George W. Pettit, 40 East 66th street.

JANITRIX.

Jane Tredwell, in the building.

Colored School No. 2.

South 5th avenue, near Broome street.

GIRLS' DEPARTMENT.

Miss Caroline Hamilton, 90 Wooster street.
 " Kate Stanley, 218 Sullivan street.
 " Emily B. Thomas, 15 York street.
 " Sarah L. Williams, 25 Charles street.

MUSIC TEACHER.

William Appo, 13 Grand street.

DRAWING TEACHER.

Mrs. Eliza M. Newbury, 23 East 24th street.

PRIMARY DEPARTMENT.

Mrs. Mary E. Tripp, 589½ Lafayette avenue, Brooklyn.
 Miss Angeline Dawley, 50 Sullivan street.
 " Agatha Prendergast, 50 Sullivan st.
 " Johanna Parker, 15 Cornelia street.
 " Julia A. Johnson, 11 Grand street.
 " Catherine Brady, 241 West 29th street.

MUSIC TEACHER.

Mrs. Virginia Montgomery, 239 West 41st st.

JANITOR.

Theodore Dey, 374 7th avenue.

Colored School No. 3.

West 41st street, near 8th avenue, Twenty-second Ward.

GRAMMAR DEPARTMENT.

Charles L. Reason, 242 East 53d street.
 Ranson F. Wake, 1479 Bergen st., Brooklyn.
 Miss Mary E. Eato, 2 Minetta street.
 " Mary E. Nichols, 485 7th avenue.
 " Elizabeth J. Graham, 543 Broome st.

PRIMARY DEPARTMENT.

Miss Catherine A. Thompson, 323 West 37th street.
 " Letitia D. Wright, 213 West 35th st.
 " Jane L. Eato, 2 Minetta street.

Mrs. Mary C. Johnson, 123 West 27th street.
 Miss Alice C. Wright, 213 West 35th street.
 " Emma B. Smith, 243 Pearl st., Brooklyn.

MUSIC TEACHER.

William Appo, 13 Grand street.

DRAWING TEACHER.

Mrs. Eliza M. Newbury, 23 East 24th st.

Colored School No. 4.

17th street, near 6th avenue, Sixteenth Ward.

BOYS' DEPARTMENT.

Mrs. Sarah J. S. Tompkins, 50 West 13th st.
 Miss Florence T. Ray, 311 East 62d street.
 " J. Imogen Howard, 50 Sullivan street.
 Mrs. Adeline O. Leonard, 413 Carlton avenue,
 Brooklyn.
 Miss Serena E. B. Dennis, 13 West 13th st.

PRIMARY DEPARTMENT.

Mrs. Ann E. Stewart, 283 South 3d street,
 Brooklyn, E. D.
 Miss Sarah A. Warfield, 117 W. 30th street.
 Mrs. Annie C. Van Horn, 838 7th avenue.

DRAWING TEACHER.

Mrs. Eliza M. Newbury, 23 East 24th street.

MUSIC TEACHER.

William Appo, 13 Grand street.

JANITRIX.

Mrs. Louisa McCrear Pritchard, 128 West 17th
 street.

Colored School No. 6.

95 Allen street, Tenth Ward.

GRAMMAR DEPARTMENT.

Mrs. Mary M. Moreau, New York City.
 Miss Eliza L. Richards, 50 Sullivan street.
 " Ada C. Bowers, 9 Douglas st., B'lyn.

MUSIC TEACHER.

Mrs. M. M. Moreau.

PENMANSHIP.

Miss E. D. Richards.

JANITOR.

Perry Hopkins, in the building.

NEW YORK EVENING HIGH SCHOOL.

In Grammar School Building No. 35.

South side of 13th street, near 6th avenue, Fifteenth Ward.

PRINCIPAL.

Jarerd S. Babcock 162 West 47th street.

GENERAL ASSISTANT.

Jacob T. Boyle 449 East 119th street.

INSTRUCTOR OF MATHEMATICS.

La Fayette Olney 352 West 42d street.

INSTRUCTOR OF HISTORY AND POLITICAL SCIENCE.

Arthur Murphy 197 Adams street, Brooklyn.

INSTRUCTOR OF ANATOMY AND PHYSIOLOGY.

J. Harvie Dew, M. D. 263 West 54th street.

INSTRUCTOR OF ENGLISH LITERATURE AND LATIN

Thomas Greenwood 17 Lafayette place.

INSTRUCTOR OF PHILOSOPHY, CHEMISTRY AND ASTRONOMY.

Elijah A. Howland 127th street, near 3d avenue.

INSTRUCTOR OF READING AND DECLAMATION.

Charles Roberts, Jr. 88th street, near 1st avenue.

INSTRUCTOR OF PHONOGRAPHY.

George White Morrisania.

INSTRUCTOR OF PENMANSHIP.

Ben. D. L. Sutherland 735 Greenwich street.

INSTRUCTOR OF FREE-HAND DRAWING.

Frank Melville 192 Prince street, Brooklyn.

INSTRUCTOR OF ARCHITECTURAL AND MECHANICAL DRAWING.

Thomas Williamson.....273 West 36th street.

INSTRUCTOR OF ENGLISH GRAMMAR AND COMPOSITION.

William J. Goldey.....508 Kent avenue, Brooklyn.

INSTRUCTOR OF ARITHMETIC.

Wilbur F. Hudson.....349 East 55th street.

INSTRUCTOR OF ARITHMETIC.

George H. Moore.....54 East 83d street.

INSTRUCTOR OF BOOK-KEEPING.

Gillespie Miller.....Inwood.

INSTRUCTOR OF BOOK-KEEPING.

Edward H. Boyer.....571 Lorimer street, Brooklyn.

INSTRUCTOR OF BOOK-KEEPING.

Andrew J. Whiteside.....432 West 35th street.

INSTRUCTOR OF BOOK-KEEPING.

Charles F. Hartman.....429 West 46th street.

INSTRUCTOR OF GERMAN.

Hugo F. Hutton.....402 Hart street, Brooklyn.

INSTRUCTOR OF GERMAN.

William C. Hess.....333 Sixth street.

INSTRUCTOR OF FRENCH.

Frank Daulte.....52 West 16th street.

INSTRUCTOR OF FRENCH.

Henry Arends.....69 Division street.

INSTRUCTOR OF SPANISH.

Alberto de Tornos.....789 Sixth avenue.

INSTRUCTOR OF ARITHMETIC.

Hugh Carlisle.....454 West 51st street.

JANITOR.

Joseph P. Bull.....In the building.

EVENING SCHOOLS.

Evening Schools for Males.

- In Grammar School Building No. 29, 97 and 99 Greenwich street, 1st Ward. P. G. Duffy, *Principal*.
- In Grammar School Building No. 1, 32 Vandewater street, 4th Ward. John McGinn, *Principal*.
- In Grammar School Building No. 44, corner of North Moore and Varick streets, 5th Ward. Thomas W. Conklin, *Principal*.
- In Grammar School Building No. 31, Monroe street, near Montgomery, 7th Ward. Francis J. Haggerty, *Principal*.
- In Grammar School Building No. 16, West 13th street, near 7th avenue, 9th Ward. Oscar P. Howe, *Principal*.
- In Grammar School Building No. 42, Allen street, near Hester, 10th Ward. J. Frank Wright, *Principal*.
- In Grammar School Building No. 36, 9th street, near Avenue C, 11th Ward. E. Knickerbocker, *Principal*.
- In Grammar School Building No. 37, 87th street, near 3d avenue, 12th Ward. William A. Owen, *Principal*.
- In Grammar School Building No. 57, 115th street, Harlem, 12th Ward. Jacob S. Warner, *Principal*.
- In Grammar School Building No. 46, Carmansville. Stinson McIvor, *Principal*.
- In Grammar School Building No. 13, Houston street, near Essex, 17th Ward. Abner B. Holly, *Principal*.
- In Grammar School Building No. 40, 20th street, near 2d avenue, 18th Ward. George Mitchell, *Principal*.
- In Grammar School Building No. 27, 42d street, near 3d avenue, 19th Ward. James Murphy, *Principal*.
- In Grammar School Building No. 32, West 35th street, near 9th avenue, 20th Ward. Charles F. Olney, *Principal*.
- In Grammar School Building No. 17, 47th street, near 8th avenue, 22d Ward. Louis M. Kolb, *Principal*.

Evening Schools for Females.

- In Grammar School Building No. 24, Elm street, near Leonard, 6th Ward. Rose M. O'Neil, *Principal*.
- In Grammar School Building No. 2, Henry street, near Pike, 7th Ward. Ellie Dennehy, *Principal*.
- In Grammar School Building No. 33, Clark street, Near Broome, 8th Ward. Mary C. Hackett, *Principal*.
- In Grammar School Building No. 15, 5th street, near Avenue C, 11th Ward. Henrietta Katkameir, *Principal*.
- In Grammar School Building No. 34, Broome street, near Sheriff, 13th Ward. Josephine C. Belzer, *Principal*.
- In Grammar School Building No. 21, Marion street, near Prince, 14th Ward. Alice E. Gormley, *Principal*.
- In Grammar School Building, No. 11, 17th street, near 8th avenue, 16th Ward. Jane Ure, *Principal*.
- In Grammar School Building No. 19, 14th street, near 1st avenue, 17th Ward. Mary A. Underhill, *Principal*.
- In Grammar School Building No. 59, East 57th street, near 3d avenue, 19th Ward. Wilhelmina Bonesteel, *Principal*.
- In Grammar School Building No. 33, 28th street, near 9th avenue, 20th Ward. Charlotte Farrell, *Principal*.
- In Grammar School Building No. 14, 27th street, near 2d avenue, 21st Ward. Rosina G. Hartman, *Principal*.
- In Grammar School Building No. 28, 40th street, near 8th avenue, 22d Ward. Annie M. Hoffman, *Principal*.

Evening Schools for Colored People.

- In Colored Grammar School Building No. 2, South 5th avenue, near Broome st., 8th Ward. Caroline Hamilton, *Principal*.
- In Colored Grammar School Building No. 4, 17th street, between 6th and 7th avenues, 16th Ward. S. J. S. Tompkins, *Principal*.
- In Colored Grammar School Building No. 6, 95 Allen street, 10th Ward. M. M. Moreau, *Principal*.



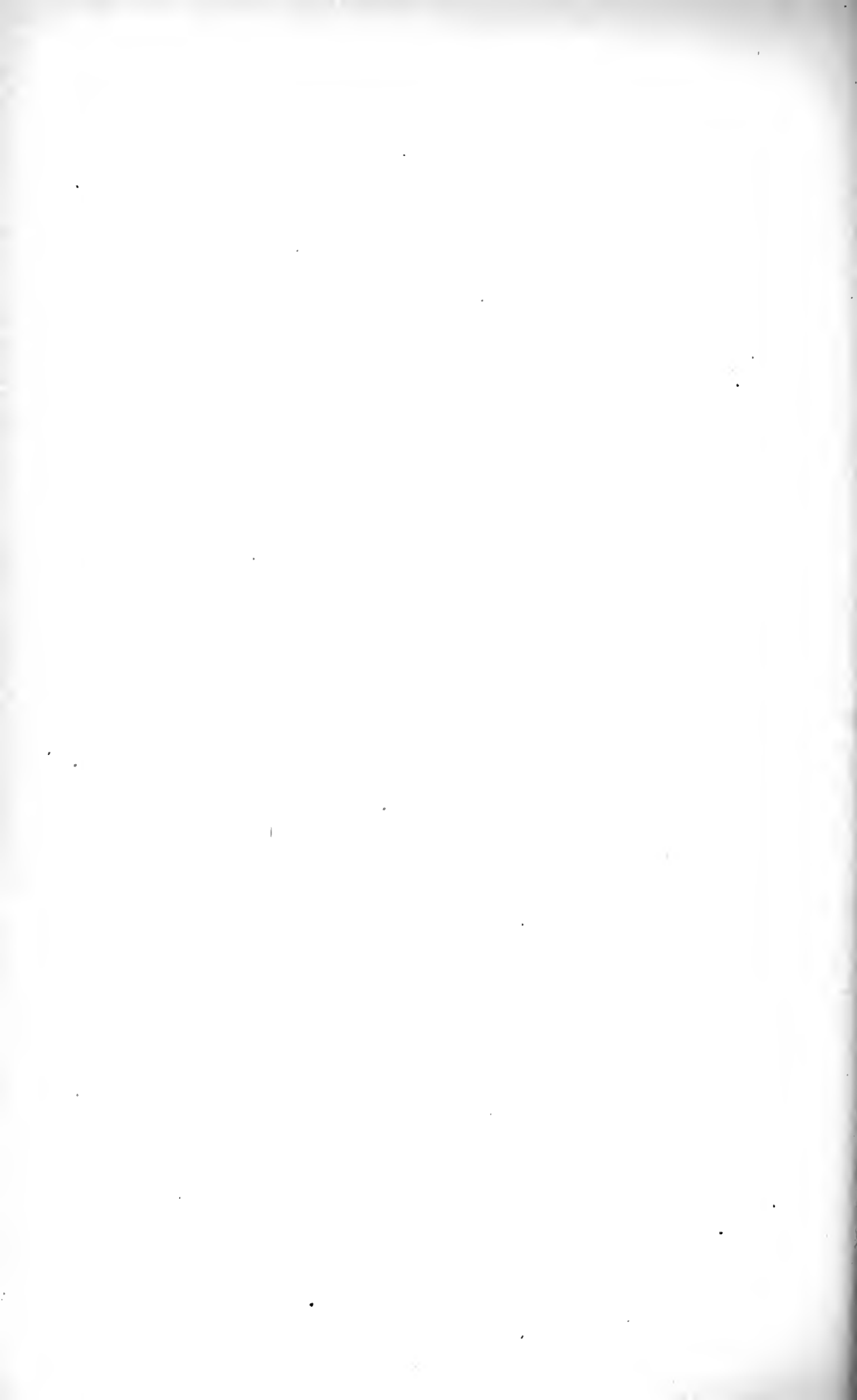
SCHEDULE No. 3.

SCHEDULE No. 3.

The number of Schools in each Ward and their numerical designation.

WARDS.	GRAMMAR SCHOOLS.	PRIMARY SCHOOLS.	COLORED.
1st.....	29.....	15-38.....	
2nd.....		34.....	
3rd.....			
4th.....	1.....	12-14.....	
5th.....	44.....	11.....	
6th.....	23-24.....	2-8.....	
7th.....	2-12-31.....	36.....	
8th.....	8-38.....	6-25.....	2.....
9th.....	3-16-41.....	7-13-18-24.....	
10th.....	7-20-42.....	1.....	6.....
11th.....	15-22-36.....	3-5-31-39.....	
12th.....	6-37-39-43-46-52-54-57...	19-30-32-42.....	
13th.....	4-34.....	10-20.....	
14th.....	5-21-30.....		1.....
15th.....	10-35-47.....		
16th.....	11-45-55-56.....		4.....
17th.....	13-19-25..	9-22-26.....	
18th.....	40-50.....	4-28-29.....	
19th.....	18-27-53-59.....	21-33.....	
20th.....	26-32-33-48.....	27.....	3.....
21st.....	14-49.....	16.....	
22d.....	9-17-28-51-58.....	17-40-41.....	

SCHEDULE No. 4.



SCHEDULE No 4.

Showing the length of time the Schools have been kept open, and the Average Attendance, and the Whole Number Taught in the Several Schools, as appears from the Annual Returns for the year ending the 31st day of December, 1873.

SCHOOLS.	Number of Sessions.	Statute Average Attendance.	Actual Average Attendance.	Whole Number Taught.	Location of Schools.
<i>School No. 1—</i>					
Boys' Department...	414	210	210	369	Vandewater st., near Pearl, Fourth Ward.
Girls' " ...	414	252	252	480	
Primary " ...	414	455	455	1059	
<i>School No. 2.—</i>					
Boys' Department...	414	302	302	586	116 Henry st., near Pike, Seventh Ward.
Girls' " ...	414	319	319	584	
Primary " ...	414	636	636	1501	
<i>School No. 3—</i>					
Boys' Department...	414	537	537	871	Hudson cor. Grove, st., Ninth Ward.
Girls' " ...	414	541	541	928	
Primary " ...	414	682	682	1304	
<i>School No. 4—</i>					
Boys' Department...	414	298	298	628	203 Rivington st., Thirteenth Ward.
Girls' " ...	414	272	272	516	
Primary " ...	414	1092	1092	2120	
<i>School No. 5—</i>					
Boys' Department...	414	167	167	319	Mott st., bet. Spring, and Prince, Fourteenth Ward.
Girls' " ...	414	79	79	171	
Primary " ...	414	385	385	894	
<i>School No. 6—</i>					
Boys' and Girls' D...	414	165	165	415	Randall's Island, Twelfth Ward.
Primary Departm't...	414	387	387	1155	
<i>School No. 7—</i>					
Boys' Department...	413	218	219	409	60 Chrystie street, Tenth Ward.
Girls' " ...	413	228	229	460	
Primary " ...	413	779	781	2024	
<i>School No. 8—</i>					
Boys' Department...	414	154	154	327	66 Grand street, near South Fifth ave., Eighth Ward.
Girls' " ...	414	156	156	309	
Primary " ...	414	451	451	1089	
<i>School No. 9—</i>					
Boys' Department...	414	148	148	313	82d st., near Boulevard, 22d Ward.
Girls' " ...	413	134	135	230	

SCHOOLS.	Number of Sessions.	Statute Average Attendance.	Actual Average Attendance.	Whole Number Taught.	Location of Schools.
<i>School No. 10—</i>					
Boys' Department..	414	271	271	492	180 Wooster street, Fifteenth Ward.
Girls' " ..	414	243	243	459	
Primary " ..	414	541	541	1306	
<i>School No. 11—</i>					
Boys' Department..	414	308	308	535	314 West 17th street, Sixteenth Ward.
Primary " ..	414	570	570	1096	
<i>School No. 12—</i>					
Boys' Department..	414	258	258	509	371 Madison street, Seventh Ward.
Girls' " ..	414	236	236	448	
Primary " ..	414	736	736	1653	
<i>School No. 13—</i>					
Boys' Department..	413	385	386	682	239 East Houston st., near Norfolk, Sev- enteenth Ward.
Girls' " ..	413	412	413	704	
Primary " ..	414	1010	1010	1944	
<i>School No. 14—</i>					
Boys' Department..	414	525	525	918	225 to 233 East 27th street, Twenty-first Ward.
Girls' " ..	414	570	570	950	
Primary " ..	414	1029	1029	2482	
<i>School No. 15—</i>					
Boys' Department..	411	471	474	747	728 Fifth st., Elev- enth Ward.
Girls' " ..	410	457	462	751	
Primary " ..	410	968	978	1933	
<i>School No. 16—</i>					
Boys' Department..	414	447	447	834	208 to 212 W. 13th st., Ninth Ward.
Primary " ..	414	230	230	471	
<i>School No. 17—</i>					
Girls' Department..	413	778	790	1396	47th st., bet. 8th and 9th avs., 22d Ward.
Primary " ..	413	1233	1233	2381	
<i>School No. 18—</i>					
Boys' Department..	414	374	374	681	51st st., near Lexing- ton av., Nineteenth Ward.
Girls' " ..	414	327	327	636	
Primary " ..	413	910	912	2391	
<i>School No. 19—</i>					
Boys' Department..	414	334	334	814	14th st., bet. 1st and 2d aves., Seven- teenth Ward.
Girls' " ..	414	406	406	845	
Primary " ..	414	824	824	2387	
<i>School No. 20—</i>					
Boys' Department..	394	424	424	804	160 Chrystie street, Tenth Ward.
Girls' " ..	394	343	343	660	
Primary " ..	394	1091	1091	2319	
<i>School No. 21—</i>					
Boys' Department..	414	202	202	435	Marion st., bet. Spring and Prince streets, Fourteenth Ward.
Girls' " ..	414	156	156	311	
Primary " ..	414	439	439	1081	
<i>School No. 22—</i>					
Boys' Department..	409	306	310	539	Stanton st., cor. Sher- iff, Eleventh Ward. Temporary location, 101 Lewis st.
Girls' " ..	412	294	296	530	
Primary " ..	410	732	739	1831	

SCHOOLS.	Number of Sessions.	Statute Average Attendance.	Actual Average Attendance.	Whole Number Taught.	Location of Schools
<i>School No. 23—</i>					
Boys' Department..	414	212	212	425	32, 36 and 38 City Hall place, Sixth Ward.
Girls' " ..	414	157	157	307	
Primary " ..	414	390	390	987	
<i>School No. 24—</i>					
Boys' Department..	414	209	205	462	66 and 68 Elm street, Sixth Ward.
Girls' " ..	414	212	212	421	
Primary " ..	414	305	305	634	
<i>School No. 25—</i>					
Boys' Department..	413	346	347	948	330 Fifth st., bet. 1st and 2d aves., Seventeenth Ward.
Girls' " ..	413	321	322	640	
Primary " ..	313	925	927	1735	
<i>School No. 26—</i>					
Boys' Department..	414	414	414	788	W. 30th st., near 6th ave., 20th Ward.
Primary " ..	414	705	705	1423	
<i>School No. 27—</i>					
Boys' Department..	414	230	230	523	E. 42d st., near 3d av., Nineteenth Ward.
Girls' " ..	413	205	206	422	
Primary " ..	412	604	607	1527	
<i>School No. 28—</i>					
Boys' Department..	412	317	319	604	40th st., near 8th av., 22d Ward.
Girls' " ..	412	292	294	526	
Primary " ..	412	975	980	2917	
<i>School No. 29—</i>					
Boys' Department..	414	231	231	472	97 and 99 Greenwich st., First Ward.
Girls' " ..	411	198	199	318	
Primary " ..	412	444	446	1105	
<i>School No. 30—</i>					
Girls' Department..	414	115	115	228	Baxter st. near Grand, Fourteenth Ward.
Primary " ..	414	346	346	766	
<i>School No. 31—</i>					
Boys' Department..	410	186	188	435	200 Monroe st., near Montgomery, Seventh Ward.
Primary " ..	410	507	512	1091	
<i>School No. 32—</i>					
Boys' Department..	414	450	450	844	35th st., near 9th av., Twentieth Ward.
Primary " ..	414	1103	1103	2123	
<i>School No. 33—</i>					
Girls' Department..	414	605	605	992	W. 28th st., bet. 9th & 10th avs. 20th Ward.
Primary " ..	414	1082	1082	2301	
<i>School No. 34—</i>					
Boys' Department..	414	301	301	598	Broome st., bet. Willett and Sheriff sts., Thirteenth Ward.
Girls' " ..	414	326	326	658	
Primary " ..	414	817	817	1886	
<i>School No. 35—</i>					
Boys' Department..	414	956	956	1895	13th st., bet. 5th & 6th avs., 15th Ward.
Primary " ..	414	477	477	1398	
<i>School No. 36—</i>					
Boys' Department..	414	352	352	733	710 East 9th st., near Ave. C, Eleventh Ward.
Girls' " ..	412	330	331	578	
Primary " ..	414	903	903	2196	

SCHOOLS.	Number of Sessions.	Statute Average Attendance.	Actual Average Attendance.	Whole Number Taught.	Location of Schools.
<i>School No. 37—</i>					
Boys' Department..	413	332	333	617	87th st., bet. Lexington and 4th avs. Twelfth Ward.
Girls' " ..	413	331	332	616	
Primary " ..	413	700	712	1458	
<i>School No. 38—</i>					
Boys' Department..	414	306	306	594	Clarke street, near Broome, 8th Ward.
Girls' " ..	414	358	358	609	
Primary " ..	414	695	695	1642	
<i>School No. 39—</i>					
Girls' Department..	414	497	497	772	125th st., bet. 2d and 3d avs., 12th Ward.
Primary " ..	414	761	761	1686	
<i>School No. 40—</i>					
Boys' Department..	412	814	818	1401	E. 23d st., bet. 2d and 3d avs., 18th Ward.
Primary " ..	410	529	534	1233	
<i>School No. 41—</i>					
Girls' Senior Dep't..	413	238	238	463	Greenwich av., opposite Charles st., 9th Ward.
" Junior " ..	413	324	325	767	
Primary " ..	413	522	523	1101	
<i>School No. 42—</i>					
Boys' Department..	384	441	441	779	Allen st., near Hester, Tenth Ward.
Girls' " ..	384	402	402	764	
Primary " ..	384	1520	1520	3523	
<i>School No. 43—</i>					
Boys' and Girls' D..	414	118	118	287	Cor. 129th street and 10th av., 12th Ward.
Primary Departm't..	414	171	171	364	
<i>School No. 44—</i>					
Boys' Department..	414	391	391	753	Cor. of N. Moore and Varick streets, Fifth Ward.
Girls' " ..	414	336	336	665	
Primary " ..	414	687	687	1717	
<i>School No. 45—</i>					
Girls' Department..	409	571	578	1000	24th st., near 7th av., Sixteenth Ward.
Primary " ..	411	720	725	1361	
<i>School No. 46—</i>					
Boys' Department..	414	198	198	424	156th st., Wash. Hg'ts, Twelfth Ward.
Girls' " ..	414	198	198	367	
<i>School No. 47—</i>					
Girls' Department..	412	710	718	1547	36 East 12th street, Fifteenth Ward.
Primary " ..	412	517	520	1235	
<i>School No. 48—</i>					
Girls' Department..	414	358	358	752	28th st., near 6th av., Twentieth Ward.
Primary " ..	414	571	571	1182	
<i>School No. 49—</i>					
Boys' Department..	414	537	537	1057	37th st., near 2d av., Twenty-first Ward.
Girls' " ..	414	518	518	956	
Primary " ..	414	1082	1082	2766	
<i>School No. 50—</i>					
Girls' Department..	410	432	436	721	E. 20th st., bet. 2d & 3d avs. 18th Ward.
Primary " ..	413	451	452	905	

SCHOOLS.	Number of Sessions.	Statute Average Attendance.	Actual Average Attendance.	Whole Number Taught.	Location of Schools.
<i>School No. 51—</i>					
Boys' and Girls' D..	414	523	523	921	44th st., near 10th av., 22d Ward.
Primary Depar't..	414	801	801	1814	
<i>School No. 52—</i>					
Boys' Department..	414	96	96	194	Cor. Academy st. and B'way, 12th Ward. 79th st., bet. 2d and 3d avs., Nineteenth Ward.
<i>School No. 53—</i>					
Boys' Department..	414	411	411	669	
Girls' " ..	414	357	357	679	
Primary " ..	414	810	810	1744	
<i>School No. 54—</i>					
Boys' and Girls' D..	412	133	134	217	104th st. and 10th av., Twelfth Ward.
Primary Depar't..	412	154	154	457	
<i>School No. 55—</i>					
Boys' Department..	410	574	580	1026	140 West 20th street, Sixteenth Ward.
Primary " ..	410	537	542	1103	
<i>School No. 56—</i>					
Girls' Department..	414	450	450	739	W. 18th st., near 9th av., Sixteenth Ward.
Primary " ..	414	724	724	1650	
<i>School No. 57—</i>					
Boys' Department..	414	471	471	960	115th st., bet. 3d and 4th avs., 12th Ward.
Primary " ..	414	922	922	2421	
<i>School No. 58—</i>					
Boys' Department..	414	733	733	1277	W. 52d st., near 8th av., 22d Ward.
Primary " ..	414	1023	1023	1945	
<i>School No. 59—</i>					
Boys' Department..	413	444	445	845	57th st., near 2d av., Nineteenth Ward.
Girls' " ..	412	468	472	973	
Primary " ..	412	1077	1082	2230	
Total.....		72,476	72,634	151,878	

PRIMARY SCHOOLS.

Primary Schools.	Number of Sessions.	Statute Average Attendance.	Actual Average Attendance.	Whole Number Taught.	Location of School.
No. 1	385	911	911	2342	105 Ludlow street, Tenth Ward.
" 2	414	275	275	655	101 Bayard street, Sixth Ward.
" 3	413	386	387	941	100 Cannon street, Eleventh Ward.
" 4	414	356	356	1065	16th st., bet. 1st Av. & Av. A, 18th Ward.
" 5	412	680	683	1497	269 and 271 E. 4th street, Eleventh Ward.
" 6	370	114	114	237	Discontinued.
" 7	413	304	305	638	274 West 10th street, Ninth Ward.
" 8	414	416	416	950	62 and 64 Mott street, Sixth Ward.
" 9	413	475	476	1309	42 First street, Seventeenth Ward.
" 10	414	462	462	1104	Cannon street, between Broome and De- lancey, Thirteenth Ward.
" 11	414	347	347	732	31 Vestry street, Fifth Ward.
" 12	414	412	412	934	83, 85 and 87 Roosevelt st., Fourth Ward.
" 13	414	607	607	1426	Downing st., near Bleecker, Ninth Ward.
" 14	414	375	375	961	Oliver st., bet. Cherry and Oak, Fourth Ward.
" 15	411	170	171	301	3 Stone street, First Ward.
" 16	414	837	837	2056	32d street, near 3d ave., 21st Ward.
" 17	409	183	183	488	42d street, near 8th ave., 22d Ward.
" 18	414	202	202	491	189 Waverly Pl., near Bank st., Ninth Ward.
" 19	36	237	237	304	3d ave, bt. 104th & 105th st., 12th Ward.
" 20	414	737	737	1565	187 Broome street, bet. Suffolk and Clin- ton, Thirteenth Ward.
" 21	110	418	418	688	789 Third avenue, Nineteenth Ward.
" 22	413	637	639	1712	148 to 152 1st ave., nr. 9th st., 17th Ward.
" 24	414	570	570	1578	Horatio st., near Hudson, Ninth Ward.
" 25	414	344	344	729	545 Greenwich street, bet. Charlton and Vandam streets, Eighth Ward.
" 26	414	647	647	1725	536 and 538 E. 12th st., 17th Ward.
" 27	414	761	761	1790	37th street, near 10th ave., 20th Ward.
" 28	414	601	601	1262	20th st., bet. 1st and 2d avs., 18th Ward.
" 29	414	565	565	1254	E. 19th st., near Ave. A, 18th Ward.
" 30	414	100	100	349	Ward's Island, Twelfth Ward.
" 31	414	662	662	1348	272 and 274 Second st., Eleventh Ward.
" 32	414	65	65	140	186th st., nr. Kingsbridge Rd., 12th Ward.
" 33	414	307	307	1075	70th st., near Third ave., 19th Ward.
" 34	324	134	171	282	293 Pearl street, Second Ward.
" 36	413	642	644	1795	70 Monroe st., near Pike, Seventh Ward.
" 38	413	233	233	568	117 Cedar street, First Ward.
" 39	414	324	324	688	194, 196 7th st., bt. Av. B & C, 11th Ward.
" 40	414	444	444	1030	7th ave, cor. 49th st., 22d Ward.
" 41	414	428	428	958	516 West 52d st., 22d Ward.
" 42	414	167	167	355	90th st. and 4th ave., Twelfth Ward.
Total	.....	16,535	16,583	39,322	

R E C A P I T U L A T I O N

*Of the Average Attendance and Whole Number Taught, by Wards,
for the year ending the 31st day of December, 1873.*

WARDS.	Statute Average	Actual Average.	Whole Number Taught.
First Ward.....	1,276	1,280	2,764
Second Ward.....	134	171	282
Fourth Ward.....	1,704	1,704	3,803
Fifth Ward.....	1,761	1,761	3,867
Sixth Ward.....	2,176	2,176	4,841
Seventh Ward.....	3,822	3,831	8,602
Eighth Ward.....	2,578	2,578	5,536
Ninth Ward.....	5,204	5,207	10,880
Tenth Ward.....	6,357	6,361	14,084
Eleventh Ward.....	6,865	6,901	14,312
Twelfth Ward.....	6,203	6,218	13,558
Thirteenth Ward.....	4,305	4,305	9,075
Fourteenth Ward.....	1,889	1,889	4,205
Fifteenth Ward.....	3,715	3,726	8,332
Sixteenth Ward.....	4,454	4,477	8,510
Seventeenth Ward.....	6,722	6,731	15,445
Eighteenth Ward.....	3,748	3,762	7,841
Nineteenth Ward.....	6,943	6,958	15,083
Twentieth Ward.....	6,049	6,049	12,195
Twenty-first Ward.....	5,098	5,098	11,185
Twenty-second Ward.....	8,009	8,034	16,800
Total.....	89,011	89,217	191,200

COLORED SCHOOLS.

Colored Schools.	Number of Sessions.	Statute Average.	Actual Average.	Whole Number Taught.	Location of Schools.
<i>Colored School No. 1—</i>					
Boys' Department....	412	70	72	166	135 Mulberry st., Fourteenth Ward.
Girls' " ...	412	70	73	198	
<i>Colored School No. 2—</i>					
Girls' Department....	409	48	49	111	South Fifth ave., nr. Broome street, Eighth Ward.
Primary " 	411	154	155	422	
<i>Colored School No. 3—</i>					
Boys' & Girls' Dep't. . .	414	104	104	197	West 41st street, near Eighth ave., Twenty-second Ward.
Primary " ..	414	173	173	455	
<i>Colored School No. 4—</i>					
Boys', Girls' & Prim'y.	413	135	136	456	17th street, near Sixth avenue Sixteenth Ward.
<i>Colored School No. 6—</i>	414	51	51	129	95 Allen street, Tenth Ward.
Total.....		805	813	2134	

EVENING SCHOOLS.

Average Attendance and Whole Number Taught in the Evening Schools for the year ending the 31st day of December, 1873.

WARDS.	MALE SCHOOLS.		FEMALE SCHOOLS.	
	Average.	Whole Number.	Average.	Whole Number.
First Ward.....	235	350	....	....
Fourth ".....	291	650	....	....
Fifth ".....	364	908	....	....
Sixth ".....	....	....	265	399
Seventh ".....	144	461	259	422
Eighth ".....	...	....	208	462
Ninth ".....	287	724	....	....
Tenth ".....	555	1,380	....	....
Eleventh Ward, 9th street.....	277	836	....	....
" " 5th street.....	....	....	414	610
Twelfth " 87th street & Third ave..	130	435	....	....
" " Carmansville.....	....	....	34	143
" " Harlem.....	116	452	....	....
Thirteenth ".....	....	....	215	563
Fourteenth ".....	....	...	219	291
Sixteenth ".....	....	....	243	370
Seventeenth " Houston street.....	817	1,657	....	....
" " 14th street.....	....	....	408	806
Eighteenth " 	393	1,127	....	....

WARDS.	MALE SCHOOLS.		FEMALE SCHOOLS.	
	Average.	Whole Number.	Average.	Whole Number.
Nineteenth Ward, 42d street.....	324	512	....	....
“ “ 51st “ .....	....	....	90	218
Twentieth “ 35th “	653	1,649	....	....
“ “ 28th “ .....	....	....	318	585
Twenty-first “ .....	....	....	208	266
Twenty-second Ward, 40th street.....	350	865	....	....
“ “ 47th “ .....	....	....	311	582
Total Evening Schools (White).....	4,936	12,006	3,192	5,717
Colored Evening School, South Fifth ave.	37	165	....	....
“ “ “ 17th street.....	48	186	....	....
“ “ “ Allen street....	45	70	....	....
Total, White and Colored.....	5,066	12,427	3,192	5,717

Average Attendance, Male and Female..... 8,258

Whole Number Taught.....18,144

CORPORATE SCHOOLS.

SCHOOLS.	Number of Sessions.	Statute Average.	Actual Average.	Whole Number Taught.
New York Orphan Asylum.....	507	167	136	187
Roman Catholic Orphan Asylum—				
Male Department.	497	588	490	628
Female “ 	479	482	417	564
“ “ 	492	170	143	207
Protestant Half Orphan Asylum.....	520	254	203	305
House of Refuge.....	512	700	566	1,128
Leake & Watts' Orphan House—				
Male Department.....	432	71	68	93
Female “ 	432	47	45	55
Colored Orphan Asylum.....	505	260	213	301
American Female Guardian Society and Home Industrial School.....	434	1,441	1,397	4,816
New York Juvenile Asylum.....	533	649	533	1,006
House of Reception, N.Y. Juvenile Asylum	462	102	92	543
Ladies' Home Missionary Society.....	416	406	404	873
Five Points House of Industry.....	510	469	381	1,091
Children's Aid Society Day School.....	414	2,818	2,818	7,835
“ “ “ Evening School ...	112	278	703	1,274
New York Society for the Relief of the Ruptured and Crippled.....	504	208	171	286
Total.....		9,110	8,780	21,192

*Average Attendance and Whole Number Taught, in detail, for
the year ending the 31st day of December, 1873.*

SCHOOLS.	Average Attendance.		Whole Number Taught.	Total Average.		Total Whole Number Taught.
	Statute.	Actual.		Statute.	Actual.	
Grammar Schools, Boys'.	17,230	17,257	32,783			
" " Girls'.	15,512	15,565	28,848			
Total Grammar Scholars.				32,742	32,822	61,631
Primary Departments...	39,734	39,812	90,247			
" Schools.....	16,535	16,583	39,322			
Total Primary Scholars.....				56,269	56,395	129,569
Total Grammar and Primary Scholars.....				89,011	89,217	191,200
Colored Schools.....				805	813	2,134
Evening Schools, Male.....				5,066	5,066	12,427
" " Female.....				3,192	3,192	5,717
Evening High School.....				902	902	1,406
Normal College.....				816	816	1,468
Model Primary School.....				247	256	412
Saturday Normal School.....				344	344	483
Colored " "				9	9	14
Corporate Schools.....				9,110	8,780	21,192
Total.....				109,502	109,395	236,453

RECAPITULATION.

SCHOOLS.	AVERAGE ATTENDANCE.		Whole Number Taught.
	Statute.	Actual.	
Grammar Schools and Primary Departments....	72,476	72,634	151,878
Primary Schools.....	16,535	16,583	39,322
Colored “ 	805	813	2,134
Evening “ 	8,258	8,258	18,144
Evening High School	902	902	1,406
Normal College.....	816	816	1,468
Model Primary School.....	247	256	412
Saturday Normal School.....	344	344	483
Colored “ “ 	9	9	14
Total Ward, &c., Schools....	100,392	100,615	215,261
New York Orphan Asylum.....	167	136	187
Roman Catholic Orphan Asylum.....	1,240	1,050	1,399
Protestant Half Orphan Asylum.....	254	203	305
House of Refuge.....	700	566	1,128
Leake & Watts' Orphan House.....	118	113	148
Colored Orphan Asylum.....	260	213	301
American Female Guardian Society and Home)	1,441	1,397	4,816
Industrial School..... }			
New York Juvenile Asylum.	649	533	1,006

SCHOOLS.	AVERAGE ATTENDANCE.		Whole Number Taught.
	Statute.	Actual.	
House of Reception of New York Juvenile } Asylum..... }	102	92	543
Ladies' Home Missionary Society.....	406	404	873
Five Points House of Industry.....	469	381	1,091
Children's Aid Society.....	3,096	3,521	9,109
N. Y. Society for the Relief of the Ruptured } and Crippled..... }	208	171	286
Grand Total.....	109,502	109,395	236,453

SCHEDULE No. 5.



SCHEDULE NO. 5.

Showing the Expenses incurred for Teachers' Salaries, Books, Stationery, Fuel, etc., in the Ward Schools, by each Ward, including the Value of Supplies from the Depository, and Repairs ordered through the Shop for the year ending December 31, 1873.

WARDS.	Teachers' Salaries.	Janitors' Salaries.	Current Repairs by Trustees.	Current Repairs through Shop.	Furniture.	Gas.	Fuel.	Books and Supplies through Depository.	Incidental Supplies.	Cleaning Buildings.	Printing.	Miscellaneous.	Total, Twelve Months.
1st.....	\$38,341 81	2,292 00	\$163 67	\$40 33	\$35 00	\$589 05	1,918 15	\$2,480 05	69 37	\$37 25	\$99 25	.....	\$46,035 93
2d.....	3,675 00	598 00	.....	8 00	.....	229 05	331 37	261 63	.....	.....	.....	.....	5,103 05
4th.....	45,002 07	2,821 00	221 77	153 74	.....	583 79	1,695 98	3,331 39	4 50	.....	3 50	.....	53,817 74
5th.....	45,815 11	2,405 00	546 40	.....	25 00	860 72	1,606 50	2,846 07	48 44	.....	8 50	.....	54,161 74
6th.....	64,965 45	3,913 00	542 92	18 88	6 00	272 59	2,997 69	3,971 28	58 50	.....	6 00	.....	76,752 31
7th.....	91,488 49	4,621 00	925 21	277 81	36 00	1,069 41	5,109 37	6,460 32	18 50	.....	103 50	.....	110,109 61
8th.....	65,438 80	3,727 00	676 50	280 51	48 00	889 69	2,349 79	4,936 82	58 50	.....	10 00	.....	78,415 61
9th.....	114,732 31	6,825 00	1,600 75	5 00	305 17	1,377 84	4,836 96	8,684 16	11 15	.....	30 50	\$13 50	138,422 34
10th.....	136,357 29	5,686 28	1,948 63	6 00	494 50	1,549 10	4,878 37	11,369 49	156 39	.....	115 75	.....	162,561 80
11th.....	145,272 66	6,949 98	1,856 49	41 37	.....	1,474 91	8,072 47	9,220 33	103 73	.....	68 15	.....	173,068 09
12th.....	149,853 25	9,667 80	1,545 72	351 46	70 00	963 00	9,572 27	10,978 07	7 27	.....	139 50	.....	183,148 34
13th.....	91,961 30	4,277 00	1,527 10	.....	.....	1,182 52	2,548 45	5,632 75	7 50	.....	70 25	.....	107,206 87
14th.....	61,387 12	3,338 67	273 81	372 77	42 00	437 98	2,729 61	4,255 65	.....	.....	.....	.....	72,837 61
15th.....	94,295 63	3,809 00	767 04	11 51	46 50	2,529 55	3,419 58	7,833 43	16 30	.....	176 25	.....	112,814 69
16th.....	111,377 84	5,400 00	1,142 12	35 14	15 00	1,253 43	4,491 02	9,658 53	96 85	.....	78 50	.....	133,608 43
17th.....	149,407 87	8,012 00	2,050 14	53 63	24 00	2,440 63	9,584 51	13,749 94	448 10	25 00	67 00	.....	185,862 82
18th.....	83,256 63	6,013 00	726 75	.....	.....	859 78	4,774 62	5,927 85	108 00	.....	25 50	.....	101,632 13
19th.....	158,297 39	7,040 84	1,109 81	1,249 96	84 00	1,424 77	5,065 34	13,542 89	138 63	.....	157 50	.....	188,081 13
20th.....	126,843 00	6,630 00	1,551 02	32 89	54 00	2,397 08	4,549 62	8,584 96	140 18	7 98	44 25	.....	150,834 98
21st.....	115,051 76	4,787 01	884 51	.....	61 60	1,393 19	4,977 26	9,414 37	91 50	.....	14 50	.....	136,678 70
22d.....	172,228 70	8,579 40	1,762 74	636 79	275 00	1,601 25	5,567 44	12,268 69	20 50	.....	30 25	.....	202,970 76
Totals.....	\$2,064,929 48	\$107,422 98	\$21,823 10	\$3,578 79	1,624 77	25,379 33	\$91,081 37	\$155,408 67	\$1,603 81	\$70 23	\$1,248 65	\$13 50	\$2,474,184 68

SCHEDULE No. 6.

SCHEDULE No. 6.

Showing the Amount of Money paid in each Ward for Rents, Sites, New Buildings, Heating Apparatus, and Repairs of, etc., by Special Appropriations, for the year ending December 31, 1873.

WARDS.	Rents.	Sites.	New Buildings.	Alterations.	Heating.	Furniture.	Repairing.	TOTAL.
1.....	\$4,803 50				\$433 06	\$771 00	\$2,600 00	\$8,607 56
2.....					475 09	200 00	4,890 00	5,565 09
3.....					680 74	940 00	2,300 00	3,920 74
4.....					2,587 24	500 00	1,100 00	4,187 24
5.....					376 75	976 00	3,600 00	9,561 38
6.....	4,608 63				1,931 89	256 00	7,795 00	10,507 05
7.....				\$524 16	414 26	350 00	3,752 00	13,991 26
8.....	975 00	\$8,500 00			8,555 97	433 00	6,040 52	15,029 49
9.....					5,389 00	3,879 00	5,552 56	41,047 81
10.....	2,666 67		\$23,523 09	34 49	4,807 84	11,355 00	5,975 00	41,198 05
11.....	3,760 00		15,300 21		8,189 61	220 00	7,186 27	19,395 88
12.....	1,500 00			2,800 00	3,101 75	247 00	8,035 42	11,497 17
13.....			113 00		754 00	761 00	3,277 00	4,792 00
14.....					7,720 92	778 00	6,016 60	14,515 52
15.....					4,193 25	250 00	4,031 22	9,032 45
16.....				557 98	2,153 40		6,399 05	8,552 45
17.....					12,859 51	2,194 00	12,922 00	45,094 51
18.....	1,300 00		16,519 00		8,549 34		4,475 00	18,773 34
19.....	2,800 00		999 00	1,950 00	5,525 69	127 00	7,683 90	13,336 59
20.....					1,231 62	551 00	8,796 00	10,578 62
21.....					336 74	75 00	7,913 11	18,653 17
22.....	10,125 00			203 32				
Total ...	\$32,538 80	\$8,500 00	\$56,457 30	\$5,569 95	\$80,267 67	\$24,863 00	\$119,640 65	\$327,837 37

SCHEDULE No. 7.

SCHEDULE No. 7.

Showing the Amount Expended for the Incidental and Special Repairs, Materials, etc., through the Shop, for the year ending December 31, 1873.

WARD.	SCHOOL.	AMOUNT PER SCHOOL.	AMOUNT PER WARD.
1.....	Grammar School No. 29.....	\$40 33	\$40 33
2.....	Primary " 34.....	49 83	49 83
4.....	Grammar " 1.....	111 20	
	Primary " 12.....	34 01	
	" " 14.....	8 53	153 74
5.....	Grammar " 44.....	335 74	335 74
6	" " 23.....	90 30	
	" " 24.....	49 81	
	Primary " 2.....	76 79	216 90
7.....	Grammar " 2.....	1,181 96	
	" " 12.....	102 64	
	Primary " 36.....	27 00	1,311 60
8.....	Grammar " 38.....	305 68	305 6
9.....	" " 3.....	3 75	
	Primary " 7.....	1 25	5 00
10.....	Grammar " 7.....	140 51	
	" " 20.....	6 00	
	Primary " 1.....	101 80	248 31
11.....	Grammar " 15.....	44 37	
	" " 22.....	362 05	406 42
	Carried forward.....		\$3,073 55

WARD.	SCHOOL.	AMOUNT PER SCHOOL.	AMOUNT PER WARD.
	Brought forward.....		\$3,073 55
12.....	Grammar School No. 37.....	245 66	
	“ “ 39.....	79 80	
	“ “ 54.....	2 00	
	“ “ 57.....	24 00	351 46
13.....	“ “ 4.....	155 12	155 12
14.....	“ “ 5.....	129 12	
	“ “ 21.....	172 43	
	“ “ 30.....	105 48	407 03
15.....	“ “ 10.....	11 51	11 51
16.....	“ “ 45.....	347 87	
	“ “ 55.....	35 14	383 01
17.....	“ “ 13.....	41 69	
	“ “ 25.....	15 57	
	Primary “ 26.....	27 31	84 57
18... ..	Grammar “ 50.....	189 94	
	Primary “ 4.....	34 00	223 94
19.....	Grammar “ 18.....	237 66	
	“ “ 27.....	254 14	
	“ “ 53.....	718 57	
	“ “ 59.....	225 59	
	Primary “ 21.....	230 03	
	“ “ 33.....	87 13	1,753 12
20.....	Grammar “ 26.....	166 00	
	Carried forward... ..	\$166 00	\$6,443 31

WARDS.	SCHOOL.	AMOUNT PER WARD.	AMOUNT PER WARD.
	Brought forward.....	\$166 00	\$6,443 31
20.....	Grammar School No. 32.....	103 86	
	“ “ 33.....	5 63	
	“ “ 48.....	29 02	
	Primary “ 27.....	3 87	308 38
22.....	Grammar “ 17.....	995 59	
	“ “ 28.....	31 50	
	“ “ 51.....	454 04	
	Primary “ 41.....	263 20	1,744 33
	Total for Ward Schools.....		\$8,496 02
	Colored School No. 1... ..	27 44	
	“ “ 2.....	105 63	
	“ “ 3.....	53 81	
	“ “ 4.... ..	200 04	
	“ “ 6.....	63 95	450 87
	Hall of the Board of Education.....		635 97
	Depository.....		1,500 81
	Normal College and Model Primary.....		673 47
	Evening Schools.....		76 43
	Superintendent's Office, Wages.		1,040 00
			\$12,873 57

SCHEDULE No. 8.

SCHEDULE No. 8.

Showing the Statute Average Attendance by Wards, and the Amount Apportioned in each Ward, and to the several Corporate Schools.

WARDS.	SCHOOLS IN EACH WARD.	Average.	Amount Apportioned.
First.	Grammar School No. 29, and Primary Schools Nos. 15 and 38.....	1,277	\$15,388 56
Second.....	Primary School No. 34.....	147	1,771 50
Fourth.....	Grammar School No. 1, and Primary Schools Nos. 12 and 14.....	1,570	18,919 36
Fifth.....	Grammar School No. 44, and Primary School No. 11.....	1,690	20,365 43
Sixth.....	Grammar Schools Nos. 23 and 24, and Primary Schools Nos. 2 and 8.....	2,028	24,438 41
Seventh.....	Grammar Schools Nos. 2, 12 and 31, and Primary School No. 36.....	3,196	38,513 05
Eighth... ..	Grammar Schools Nos. 8 and 38, and Primary Schools Nos. 6 and 25.....	2,341	28,210 30
Ninth.....	Grammar Schools Nos. 3, 16 and 41, and Primary Schools Nos. 7, 13, 18 and 24..	4,558	54,926 26
Tenth.....	Grammar Schools Nos. 7, 20 and 42, and Primary School No. 1.....	5,575	67,181 62
Eleventh.....	Grammar Schools Nos. 15, 22 and 36, and Primary Schools Nos. 3, 5, 31 and 39...	5,837	70,338 85
Twelfth.....	Grammar Schools Nos. 6, 37, 39, 43, 46, 52, 54 and 57, and Primary Schools Nos. 30, 32 and 42.....	4,859	48,553 46
Thirteenth....	Grammar Schools Nos. 4 and 34, and Primary Schools Nos. 10 and 20.....	3,795	45,731 72
Fourteenth....	Grammar Schools Nos. 5, 21 and 30.....	1,741	20,980 00
Fifteenth	Grammar Schools Nos. 10, 35 and 47.....	3,384	40,778 97
Sixteenth.	Grammar Schools Nos. 11, 45, 55 and 56..	3,989	48,069 52
Seventeenth...	Grammar Schools Nos. 13, 19 and 25, and Primary Schools Nos. 9, 22 and 26.....	6,611	79,665 94

WARDS.	SCHOOLS IN EACH WARD.	Average.	Amount Apportioned.
Eighteenth.....	Grammar Schools Nos. 40 and 50, and Primary Schools Nos. 4, 28 and 29.....	3,429	\$41,321 27
Nineteenth....	Grammar Schools Nos. 18, 27, 53 and 59, and Primary School No. 33.....	4,573	55,107 03
Twentieth.....	Grammar Schools Nos. 26, 32, 33 and 48, and Primary School No. 27.....	5,563	67,037 02
Twenty-first...	Grammar Schools Nos. 14 and 49, and Primary School No. 16	4,654	56,083 11
Twenty-second	Grammar Schools Nos. 9, 17, 28, 51 and 58, and Primary Schools Nos. 17, 40 and 41	7,010	84,474 10
	Totals.....	77,827	937,855 48

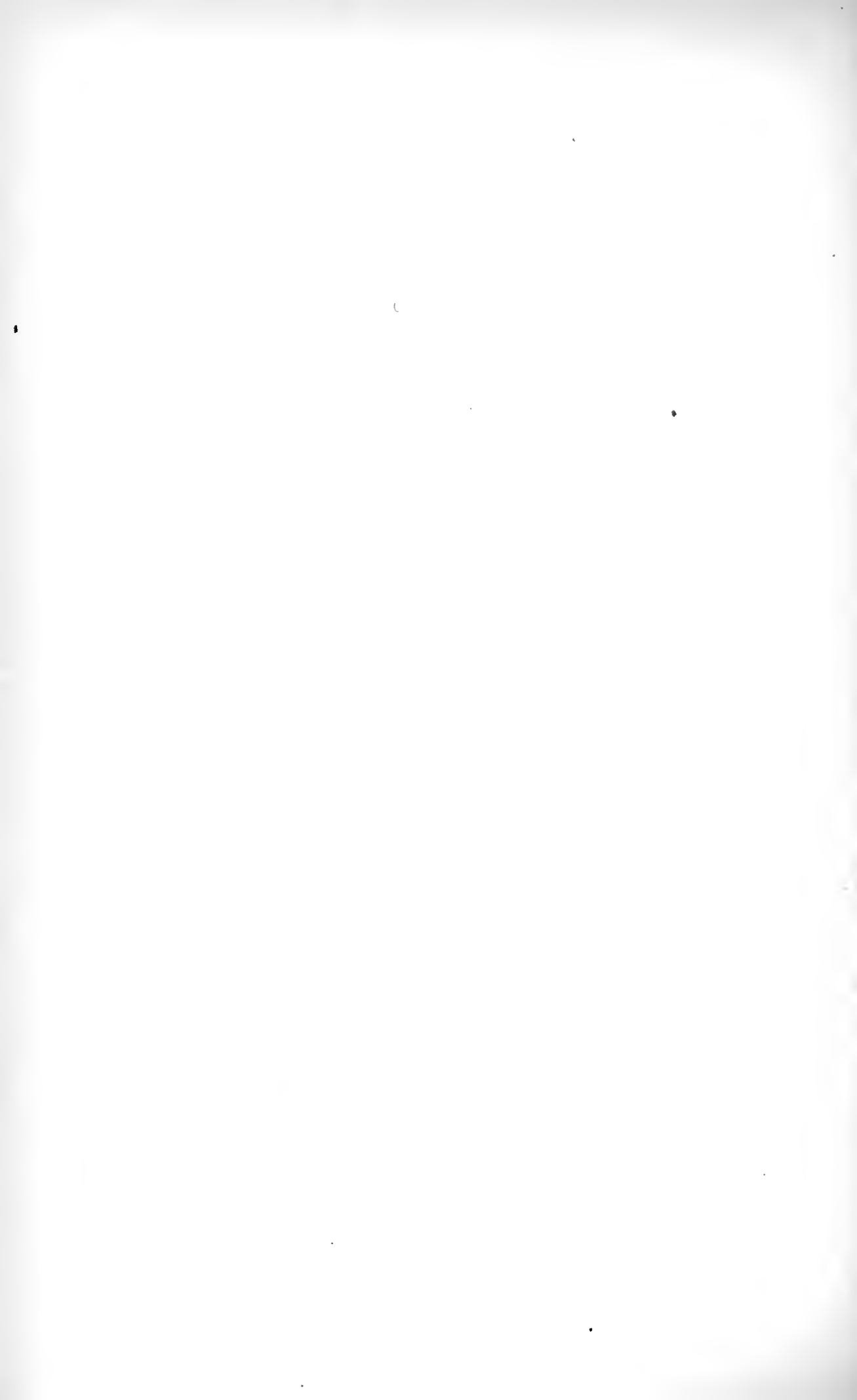
NAME.	Average.	Amount apportioned.
Normal Schools (white).....	1,401	\$16,882 84
Normal Schools (colored).....	8	96 49
Colored Schools.....	708	8,531 83

CORPORATE SCHOOLS.

NAME.	Average.	Amount Apportioned.
New York Orphan Asylum.....	143	\$1,723 33
Roman Catholic Orphan Asylum.....	1,057	12,737 49
Protestant Half Orphan Asylum.....	222	2,675 39
House of Refuge.....	822	9,905 68
Leake and Watts Orphan House.....	107	1,289 56
Colored Orphan Asylum.....	216	2,603 06
American Female Guardian Society, or Home Industrial School	1,141	13,749 78
New York Juvenile Asylum.. ..	632	7,616 00
House of Reception for Juvenile Delinquents.....	101	1,217 21
Ladies Home Missionary Society	352	4,241 89
Five Points House of Industry.....	417	5,025 17
Children's Aid Society	2,603	31,367 57
Nursery and Child's Hospital.....	35	421 88
New York Society for the Relief of the Ruptured and Crippled... ..	142	1,711 26
	7,990	\$96,285 27

RECAPITULATION.

NAME.	Average.	Amount Apportioned.
Ward Schools.....	77,827	937,855 48
Colored Schools....	708	8,531 83
Normal Schools (white)....	1,401	16,882 84
Normal Schools (colored).....	8	96 49
Corporate Schools.....	7,990	96,285 27
	87,934	1,059,651 91



SCHEDULE No. 9.



REPORT OF THE FINANCE COMMITTEE.

To the Board of Education:

The Finance Committee report herewith the annual statement, prepared by the Auditor of the Board, of the receipts and expenditures of the Board for the year 1873, including those of the Board of Public Instruction for that portion of the year in which they directed the Public School system.

The receipts, including the balance (\$184,580.78), transferred from 1872, were \$3,608,507.39, and the payments for Public School purposes \$3,479,011, including the sum of \$96,285.27, apportioned by the State, and paid to the corporate schools, leaving a balance to the credit of the Board to meet its liabilities of \$129,496.39.

Some of the expenditures, such as those for salaries of the teachers in Normal, Evening, and Colored Schools, and for the janitors in the Ward Schools, and for fuel and gas, exceed the original estimates made for these purposes, but have been provided for by the resolutions submitted by your Committee for adoption in other reports.

The credit balances are on the appropriations for the salaries

of teachers in the Ward Schools, and of the employees of the Board, for supplies, and for the incidentals for the Normal, Evening, and Colored Schools, and shop account.

Your Committee invite the attention of the several Committees of the Board having these matters in charge to these statements, with the recommendation that all propositions for the expenditure of money in any direction receive their careful scrutiny, and only such be recommended to the Board as the system may positively require to maintain its usefulness. The large expenditures for repairs to buildings, furniture, etc., which, by the timely action of the Board of Estimate and Apportionment in appropriating an additional sum of two hundred thousand dollars (\$200,000) for this and other purposes, the Board was enabled to assume, was absolutely necessary from the condition of the buildings and furniture when transferred to the care of this Board.

During the year the buildings for Grammar School No. 22, in the Eleventh Ward, Primary School No. 1, in the Tenth Ward, and Primary School No. 4, in the Eighteenth Ward, have been finished and furnished, new apparatus supplied to several buildings, and buildings for new Primary Schools in the Twelfth and Nineteenth Wards have been hired and fitted up for use, and progress has been made in the work of erecting the Model School building. The Normal College building has been nearly completed sufficient for occupancy, and thoroughly furnished.

These items are noted for consideration in connection with the large expenditure presented for buildings and repairs.

Your Committee recommend that the statement be made part of the volume of minutes of the Board for 1873.

Respectfully submitted,

J. D. VERMILYE,	} <i>Finance Committee.</i>
WM. DOWD,	
JOS. SELIGMAN,	
R. W. TOWNSEND,	

FINANCIAL STATEMENT

Of Board of Education, commencing at the date of the organization of said Board, on the 7th April, to and including the 31st day of December, 1873, with a Synopsis of the Receipts and Expenditures of the Boards of Public Instruction and Education for the year 1873.

CASH RECEIPTS AND PAYMENTS THROUGH THE CHAMBERLAIN.

April 5. Balance from the Board of Public Instruction in bank with the City Chamberlain, per report submitted to the Board the 30th April, 1873.....	\$136,298 57
Due from the Comptroller on requisitions made by said Board, per said report.....	200,000 00
	<hr/>
	\$336,298 57

April 30. Amount of requisition by the Board of Education upon the Comptroller on account of fund appropriated to this Board.....	300,000 00	
	<hr/>	
	\$636,298 57	
Less amount of requisitions upon the Comptroller not deposited by him with the Chamberlain.....	350,000 00	\$286,298 57
	<hr/>	
Amount deposited by the Comptrol- ler on Bond Account, April 28,		25,000 00
		<hr/>
Total.....		<u>\$311,298 57</u>

PAYMENTS BY WARRANTS DRAWN UPON THE CITY CHAMBERLAIN.

For special appropriations.....	\$9,450 00
For special appropriations, Normal College.....	47,447 47
For salaries of Teachers in Ward Schools.....	173,284 80
For salaries of Janitors in Ward Schools.....	8,116 38
For salaries of Teachers, etc., in Nor- mal College.....	6,670 91
For salaries of Teachers, etc., in Evening Schools.....	3,829 50
For salaries of Teachers, etc., in Col- ored Schools.....	3,651 79

For salaries of Employees of the Board.....	7,257 01
For supplies of books, etc., through the Depository.....	9,801 56
For fuel for the Schools and Hall...	4,094 19
For incidental expenses of Board of Education.....	255 88
For incidental expenses of the Normal, Evening, and Colored Schools—repairs, supplies, labor, etc.....	638 55
For Shop Account.....	1,011 49
For rents in part, 1st May.....	10,155 22
	<hr/>
	\$285,664 75
For Public School Building Fund—erecting and furnishing new buildings.....	25,633 82
	<hr/>
Total payments through the Chamberlain from 7th April to date.....	\$311,298 57
	<hr/> <hr/>

Receipts and Payments, through the Comptroller, in accordance with the Act to "Reorganize the Local Government of the City of New York," passed April 30th, 1873.

April 5. Balance of \$3,100,000, appropriated in January by the Board of Apportionment for

carrying on the Department of Public Instruction for 1873, not deposited by the Comptroller, per report submitted to the Board	
30th April, 1873.....	\$2,250,000 00
Balance of requisitions by Board of Public Instruction not deposited by the Comptroller....	50,000 00
	<hr/>
	\$2,300,000 00
July 5. Balance of the revised appropriation, \$3,300,000, made by the Board of Estimate and Apportionment for public instruction....	200,000 00
	<hr/>
	\$2,500,000 00
Amount paid by Comptroller from the Special Fund authorized by the Legislature for a Nautical School.....	500 00
December 31. Amount paid by the Comptroller from Public School Building Fund Stock, or Bond account.....	98,426 61
	<hr/>
Total receipts by credit to the Board of Education, as per appropriations by Board of Estimate and Apportionment.....	\$2,598,926 61
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Payments made by Vouchers sent to the Comptroller for Liquidation from May 1st to date, viz.:

For special appropriations.....	\$187,506 87
For Normal College.....	17,973 75

For Salaries of Teachers in Ward Schools.....	1,549,231 71
For Salaries of Janitors in Ward Schools.....	81,423 01
For Salaries of Teachers and Janitors in Normal College	56,358 36
For Salaries of Teachers in Evening Schools	41,119 56
For Salaries of Teachers in Colored Schools	34,110 78
For Salaries of employees of Board of Education	50,544 16
For supplies, books, maps, etc., through the Depository.....	89,141 90
For fuel for all schools and Hall...	71,550 57
For gas for all schools and Hall....	17,367 77
For incidental expenses of Board of Education — printing, adver- tising, stationery, etc.....	14,625 83
For incidental expenses of schools by the Trustees—repairs, fur- nishing, printing, etc.....	29,875 13
For pianos for schools.....	4,755 75
For incidental expenses of the Nor- mal College, Evening, and Col- ored Schools, repairs, printing, supplies, labor, etc.:	
Normal College.....	2,778 71
Evening Schools.....	1,580 37
Colored Schools.....	474 71
	<hr/> 4,833 79

For materials and labor, through the shop.....	6,244 61	
Less am't credited through incidental expenses of Board, Ward Schools, and Depository.....	5,626 35	618 26
<hr/>		
For rents of School premises to November 1.....	23,181 14	
For Nautical School Fund.....	500 00	
For Public School Building Fund— erecting and furnishing new buildings	98,426 61	2,373,144 95
<hr/>		
For Corporate Schools, amount of State apportionment.....		96,285 27
<i>Total amount of payments through the Comptroller by the Board of Education from May 1 to date,</i>		<u><u>\$2,469,430 22</u></u>

Statement of the aggregate Receipts, by deposits with the Chamberlain, and Credits with the Comptroller, for account of the Board of Public Instruction and Board of Education, for the year 1873, as stated in the reports submitted to the Board, on the 30th of April and on this date.

Balance on hand from 1872, per Annual Report of Board of Public Instruction..... \$184,580 78

Amount deposited by the Comptroller with the Chamberlain, on account of General Fund, to credit of Board of Public Instruction	800,000 00
Balance of fund appropriated by Board of Estimate and Apportionment, with the Comptroller	2,500,000 00
Amount deposited by the Comptrol- ler, 28th April, with the Cham- berlain, on Bond account	25,000 00
Amount paid Nautical School Fund by the Comptroller	500 00
Amount paid Public School Build- ing Fund account	98,426 61
	<hr/>
Total	\$3,608,507 39

Statement of the aggregate Payments for the several accounts of expenditure by the Board of Public Instruction and the Board of Education, by Warrants upon the Chamberlain and by Vouchers sent to the Comptroller for liquidation, for the year 1873, as stated in the reports to the Board, submitted April 30th, 1873, and at this date.

For Salaries of Teachers in Ward
Schools :

By the Board of Public Instruction,
through the Chamberlain—war-
rants \$342,412 97

By the Board of Education, through the Chamberlain—warrants	173,284 80	
By the Board of Education, through the Comptroller	1,549,231 71	2,064,929 48
<hr/>		
For Salaries of Janitors in Ward Schools :		
By the Board of Public Instruction, through the Chamberlain—war- rants	\$17,883 59	
By the Board of Education, through the Chamberlain—warrants	8,116 38	
By the Board of Education, through the Comptroller	81,423 01	107,422 98
<hr/>		
For Salaries of Teachers, etc., in the Normal Schools :		
By the Board of Public Instruc- tion, through the Chamberlain— warrants	13,401 82	
By the Board of Education, through the Chamberlain—warrants	6,670 91	
By the Board of Education, through the Comptroller	56,358 36	76,431 09
<hr/>		
For Salaries of Teachers and Janitors in the Evening Schools :		
By the Board of Public Instruc- tion, through the Chamberlain— warrants	52,580 61	

By the Board of Education, through the Chamberlain—warrants.	3,829 50	
By the Board of Education, through the Comptroller.	41,119 56	97,529 67

For Salaries of Teachers and Janitors
in the Colored Schools :

By the Board of Public Instruc- tion, through the Chamberlain— warrants.	8,753 56	
By the Board of Education, through the Chamberlain—warrants.	3,651 79	
By the Board of Education, through the Comptroller.	34,110 78	46,516 13

For Salaries of the Employees of the
Board :

By the Board of Public Instruc- tion, through the Chamberlain— warrants.	21,761 03	
By the Board of Education, through the Chamberlain—warrants.	7,257 01	
By the Board of Education, through the Comptroller.	50,544 16	79,562 20

For Supplies—books, maps, slates,
etc. :

By the Board of Public Instruc-
tion, through the Chamberlain—

warrants	82,702 50	
By the Board of Education, through the Chamberlain—war- rants	9,801 56	
By the Board of Education, through the Comptroller	89,141 90	181,645 96
<hr/>		
For fuel for the Schools and Hall :		
By the Board of Public Instruc- tion, through the Chamberlain —warrants	24,616 82	
By the Board of Education, through the Chamberlain—war- rants	4,094 19	
By the Board of Education, through the Comptroller	71,550 57	100,261 58
<hr/>		
For Gas for the Schools and Hall :		
By the Board of Public Instruc- tion, through the Chamberlain —warrants	9,190 88	
By the Board of Education, through the Comptroller	17,367 77	26,558 65
<hr/>		
For Incidental Expenses of the Board :		
By the Board of Public Instruc- tion, through the Chamber- lain—warrants	9,306 44	
By the Board of Education,		

through the Chamberlain--war- rants.....	255 88	
By the Board of Education, through the Comptroller.....	14,625 83	24,188 15
<hr/>		
For Incidental Expenses of Ward Schools, by Trustees:		
By the Board of Public Instruc- tion, through the Chamberlain —warrants.....	6,039 07	
By the Board of Education, through the Comptroller.....	29,875 13	35,914 20
<hr/>		
For Pianos for Ward Schools:		
By the Board of Public Instruc- tion, through the Chamberlain —warrants.....	715 00	
By the Board of Education, through the Comptroller.....	4,755 75	5,470 75
<hr/>		
For Incidental Expenses of the Nor- mal, Evening, and Colored Schools:		
By the Board of Public Instruc- tion, through the Chamberlain —warrants.....	2,509 04	
By the Board of Education, through the Chamberlain—war- rants.....	638 55	
By the Board of Education, through the Comptroller.....	4,833 79	7,981 38
<hr/>		

For Shop, wages of workmen, etc.:

By the Board of Public Instruction, through the Chamberlain—warrants	5,784 27	
By the Board of Education, through the Chamberlain—warrants	1,011 49	
By the Board of Education, through the Comptroller.....	618 26	7,414 02
	<hr/>	

For Rents of School Premises :

By the Board of Public Instruction, through the Chamberlain—warrants	11,511 36	
By the Board of Education, through the Chamberlain—warrants.....	10,155 22	
By the Board of Education, through the Comptroller.....	23,181 14	44,847 72
	<hr/>	

For erecting and furnishing Normal College Building :

By Board of Public Instruction, through the Chamberlain—warrants	37,850 00	
By the Board of Education, through the Chamberlain—warrants	47,447 47	
By the Board of Education, through the Comptroller... ..	17,973 75	103,271 22
	<hr/>	

For erecting and furnishing Ward
School Buildings :

By the Board of Public Instruction, through the Chamberlain—war- rants	44,258 00	
By the Board of Education, through the Chamberlain—war- rants	25,633 82	
By the Board of Education, through the Comptroller.....	98,426 61	168,318 43

For special appropriations :

By Board of Public Instruction, through the Chamberlain—war- rants	13,212 47	
By the Board of Education, through the Chamberlain—war- rants	9,450 00	
By the Board of Education, through the Comptroller.....	187,506 87	210,169 34

For Nautical School account :

By the Board of Education, through the Comptroller.....	500 00	500 00
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\$3,388,932 95

Less amount credited to shop ac-
count, charged sundry accounts
above, as per report of 30th
April, 1873.....

6,207 22

\$3,382,725 73

For Corporate Schools, State appor- tionment, by Board of Educa- tion, through the Comptroller..	96,285 27
<i>Total payments</i> by the Board of Pub- lic Instruction and Board of Edu- cation in 1873.....	<u>\$3,479,011 00</u>
Balance of General Fund with the Comptroller	\$129,496 39

 LIABILITIES FOR 1873.

For Normal College Building, on contract.....	\$25,851 22	
On Public School Building Fund Account, viz. :		
For erecting Model Primary School Building.....	\$23,094 00	
For furnishing Normal College Building.....	5,560 37	
For erecting School No. 1, in Tenth Ward	3,821 00	32,475 37
On special appropriations, viz. :		
For furnishing G. S. No. 19, in Seventeenth Ward.....	5,600 00	
For repairing buildings and fur- niture, G. S. No. 44 and P. S. No. 11, in Fifth Ward.....	2,890 00	
For erecting stairways in P. S. No. 17, in Twenty-second Ward..	1,364 00	

For repairs to sundry buildings, furniture, and heating apparatus—balances.....	10,696 62	20,550 62
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For School of Practical Chemistry, appropriated by Board of Apportionment		8,000 00
--	--	----------

On general appropriations, viz. :

For Salaries of Teachers and Janitors in Evening Schools for December—balance	9,334 71	
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For Salaries of Teachers and Janitors in Color'd Evening Schools for December.....	459 00	
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For balances due on allowances to Trustees for incidental repairs, etc.....	3,600 00	
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For Literary Fund of Normal College	790 00	
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For Depository Account, \$2,000 ; Gas bills, \$5,047 ; and Contingencies, estimated, \$13,000	20,000 00	
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For Normal College Building Fund —balance of appropriation...	4,357 11	
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SPECIAL ACCOUNTS.

Public School Building Fund for
erecting and furnishing Buildings:

Liabilities on appropriations, re-		
ported on the 30th of April..	\$137,340 00	
Of this amount the Board rescinded		
balance of an appropriation for		
site in Eighteenth Ward.....	208 00	137,132 00
		<hr/>
Appropriations since made.....		20,303 80
		<hr/>
		157,435 80
Payments made by warrants on Chamberlain and		
through the Comptroller.....		124,060 43
		<hr/>
Due on appropriations.....		\$33,375 37
		<hr/>
Balance due on the Stock, per report, 30th April..	\$200,633 82	
Paid by Warrants on the Chamber-		
lain.....	\$25,633 82	
Paid by Vouchers through the		
Comptroller.....	98,426 61	
		<hr/>
		\$124,060 43
		<hr/>
Balance due from Stock.....		76,573 39
Liabilities on appropriations as above	\$32,475 37	} 33,375 37
Add to be transferred from special ap-		
propriations.....	900 00	
		<hr/>
Balance available for new buildings.....		\$43,198 02

Statement of Special Appropriations made in 1873, for repairs, alterations, etc., to Buildings, Furniture, and Heating Apparatus, and Payments thereon.

Liabilities on this account, transferred from 1872.....	\$51,364 53	
Appropriated by Board of Public Instruction, to 5th April, from reserve fund.	3,191 27	
	<hr/>	
	54,555 80	
Of this amount the Board rescinded .		
(Journal, 235, 274).....	13,128 07	
	<hr/>	
	41,427 73	
Appropriated since by the Board of Education, from reserve fund.....	\$191,402 23	
Of this amount the Board rescinded..	3,010 00	188,392 23
	<hr/>	<hr/>
Total.....		\$229,819 96
Payments, per account	210,169 34	
Less, to be transferred Public School Building Fund	900 00	209,269 34
	<hr/>	<hr/>
Amount of present liabilities, sundry balances of appropriations, for repairs, etc.....		\$20,550 62

December 31, 1873.

Statement of the Special Fund reserved and set apart, for appropriations by the Board, as required for the purposes of 1873.

Amount reserved, per minutes, 22d

January, 1873..... \$48,511 03

Amount unappropriated from fund

of 1872..... 6,602 10 \$55,113 13

Amount of additional appropriations by Board of
Estimate and Apportionment, July, 1873, re-
served.....

200,000 00

Amount of the liabilities of 1872 rescinded (Jour-
nal, 235, 274).....

13,128 07

\$268,241 20

Of this sum the Boards have appro-
priated as follows :

To 5th April, for special

purposes, repairs, etc. \$3,191 27

To 5th April, for gen-

eral purposes..... \$2,080 00 5,271 27

From 5th April to date, for general
purposes, viz. :

To Gas Account..... 10,000 00

To Normal College, labor, etc..... 458 00

To Corporate Schools, short in the
estimate..... 8,285 27

For specials, viz. :

Site in Eighth Ward, Clark street 8,500 00

Furnishing G. S. No. 19, in Seventeenth Ward.....	5,600 00	
For repairing buildings, furniture and heating apparatus, furnishing and fitting up premises for new schools, new heating apparatus, painting, etc., in all the Wards.....	\$177,302 23	
Of this amount the Board rescinded.....	3,010 00	174,292 23
		<hr/>
		\$212,406 77
Amount reserved by the Board of Estimate and Apportionment for an Evening School of Practical Chemistry, June, 1873.....	8,000 00	
		<hr/>
Total appropriations.....		220,406 77
		<hr/>
Balance of reserve fund, for contingencies of 1873, transferred to 1874.....		\$47,834 43
		<hr/>

Payments on Special Appropriations:

Balance, per statement.....	\$75,485 05
From Public School Building Fund	900 00
	<hr/>
	\$76,385 05

Liabilities on Special Appropriations:

Sundries.....	\$20,550 62	
School for Practical		
Chemistry.....	8,000 00	28,550 62
Balance, as above.....		<u>\$47,834 43</u>

NORMAL COLLEGE BUILDING FUND.

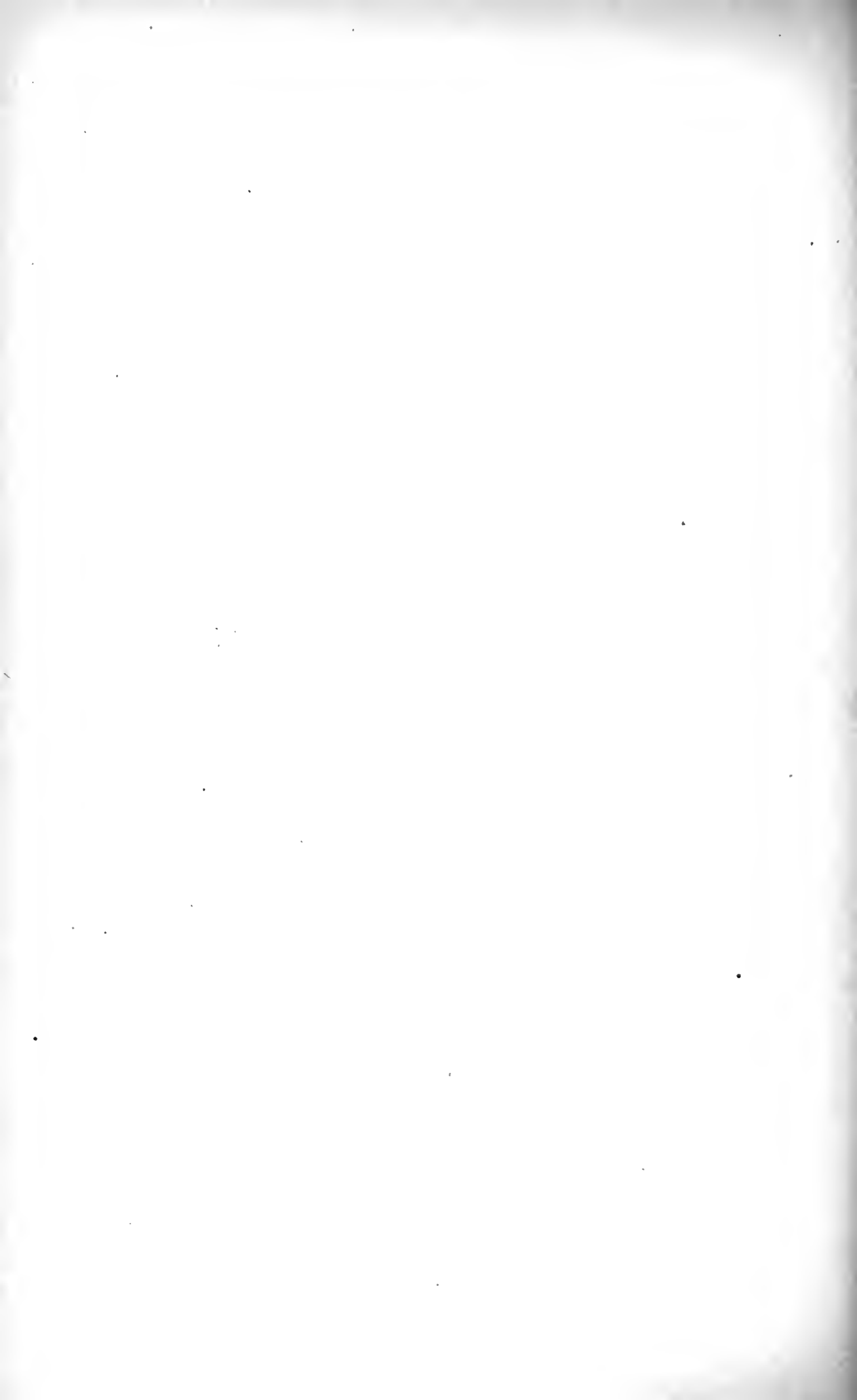
Balance available per report, 30th April, for	
appropriations made.....	69,778 33
Paid since by warrants with Chamberlain and	
vouchers through the Comptroller.....	65,421 22
Balance of Appropriations....	<u>\$4,357 11</u>
Liability to the fund by the Board.....	38,833 29
	<u>\$43,190 40</u>
Liabilities on contracts, per account.....	25,851 22
Available for appropriations for the building.....	<u>\$17,339 18</u>

Fund for the Establishment and Organization of a Nautical School, per Act of the Legislature, passed April 24, 1872.

Amount of Fund.....	\$50,000 00
Amount appropriated therefrom by the Board for	
contingent expenses of organization.....	2,000 00
Amount of appropriation paid.....	500 00
Balance of Fund, subject to requisitions by the	
Board	<u>49,500 00</u>

December 31, 1873.

SCHEDULE No. 10.



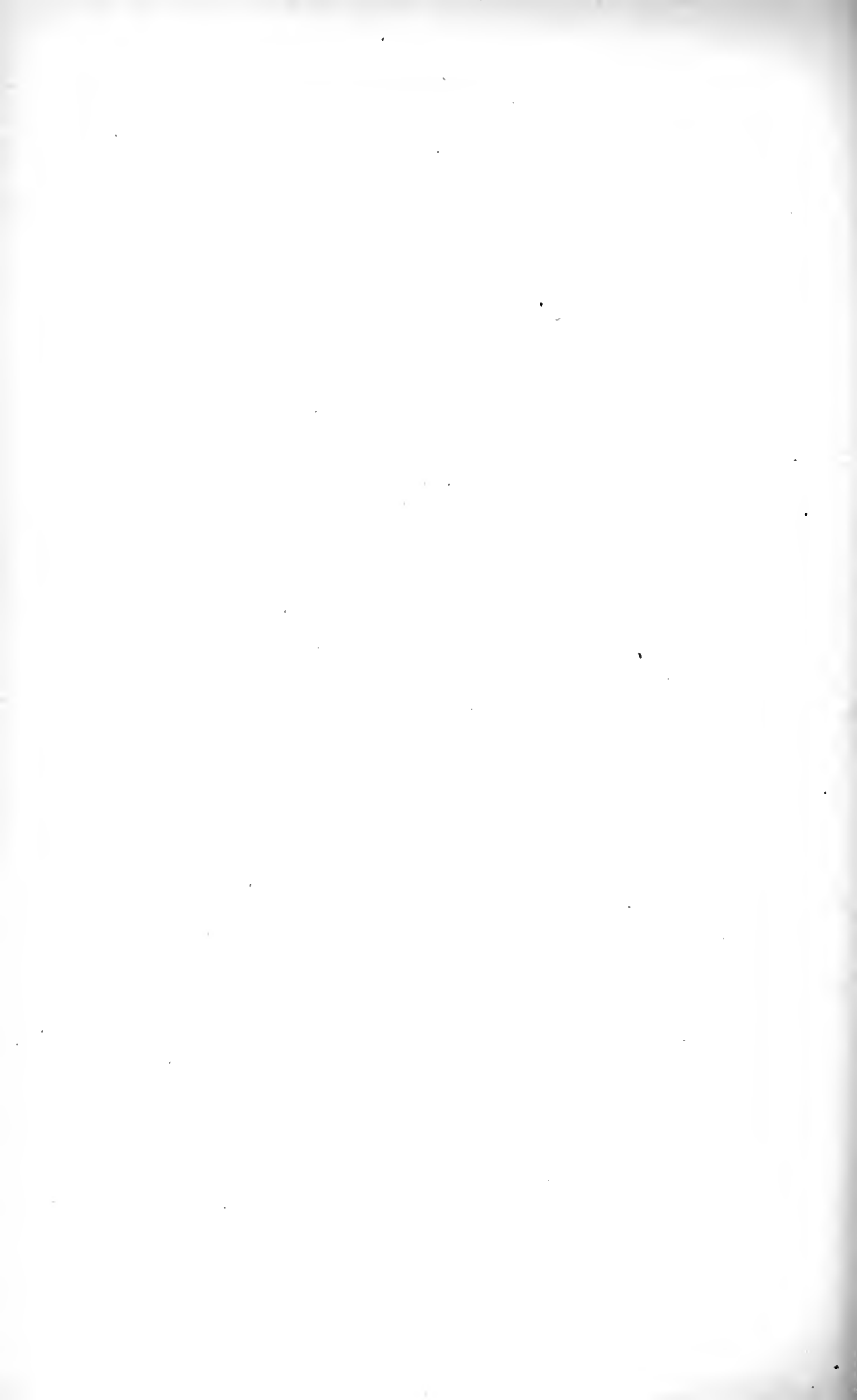
SCHEDULE No. 10.

Showing the Expenses incurred in the Evening Schools for Salaries, Supplies through Depository, Repairs, Gas Fitting, Repairs through Shop, etc., for the year ending December 31, 1873.

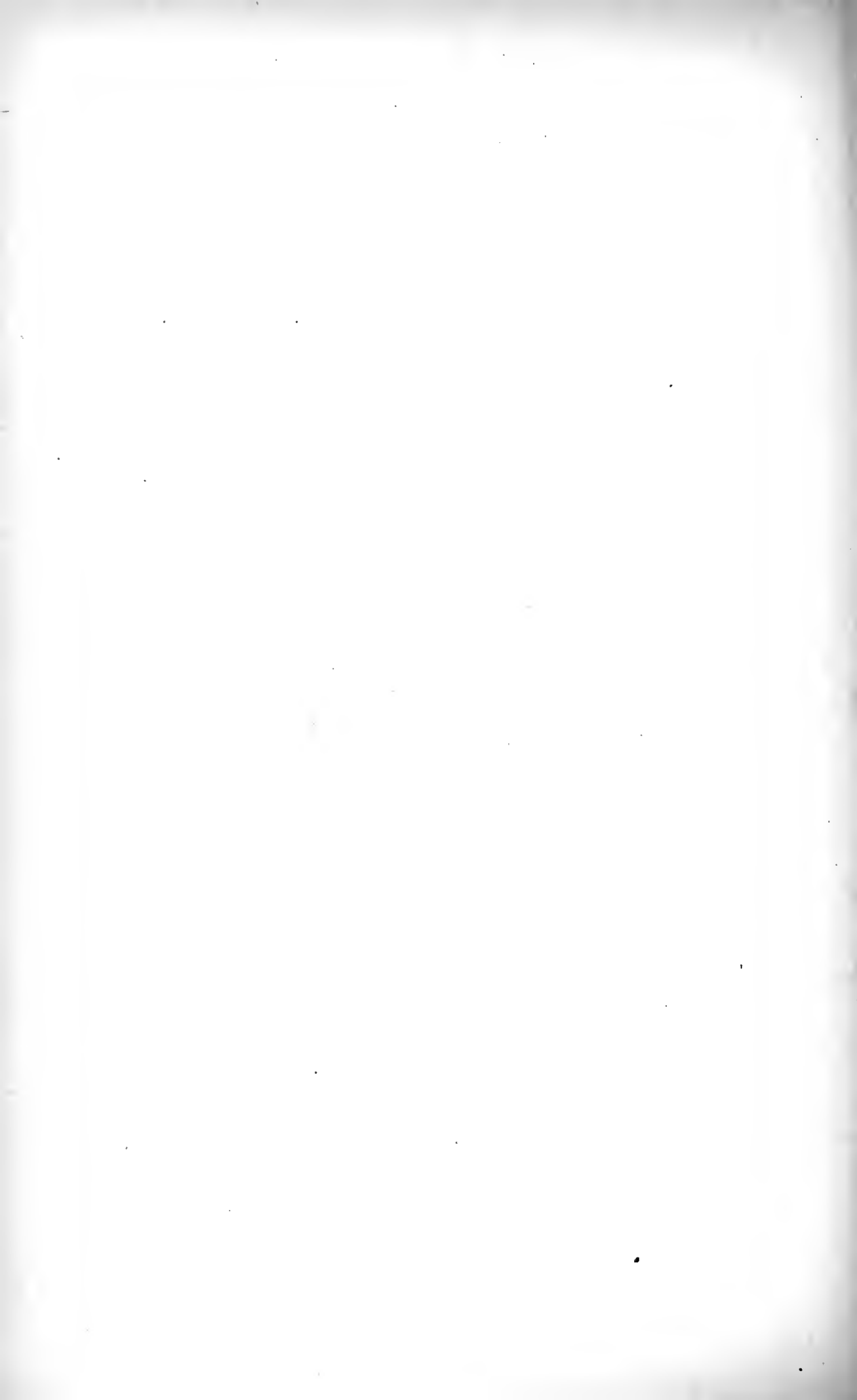
Salaries of Teachers and Janitors.....	\$97,529 67
Miscellaneous, including repairs.....	749 88
Repairs through shop.....	77 43
Supplies by Trustees.....	136 18
Books, Maps, etc., through Depository.....	10,233 72
Printing.....	460 70
Furniture.....	382 00
Gas Fitting.....	256 64
Total.....	<u>\$109,826 22</u>

Showing expenses incurred in the Colored Schools for Salaries, Supplies through Depository. Repairs through Shop, Miscellaneous Repairs, Gas, Fuel, Rent, etc., etc.

Salaries of Teachers and Janitors.....	\$46,516 13
Repairs, ordinary.....	597 28
Supplies.....	135 09
Fuel	2,615 98
Gas.....	414 07
Rent.....	750 00
Sundries, Printing, Cartage, Cleaning, etc.....	1,043 75
Repairs through shop.....	450 87
Supplies through Depository.....	1,989 77
Total.....	<u>\$54,512 94</u>



SCHEDULE No. 11.



SCHEDULE No. 11.

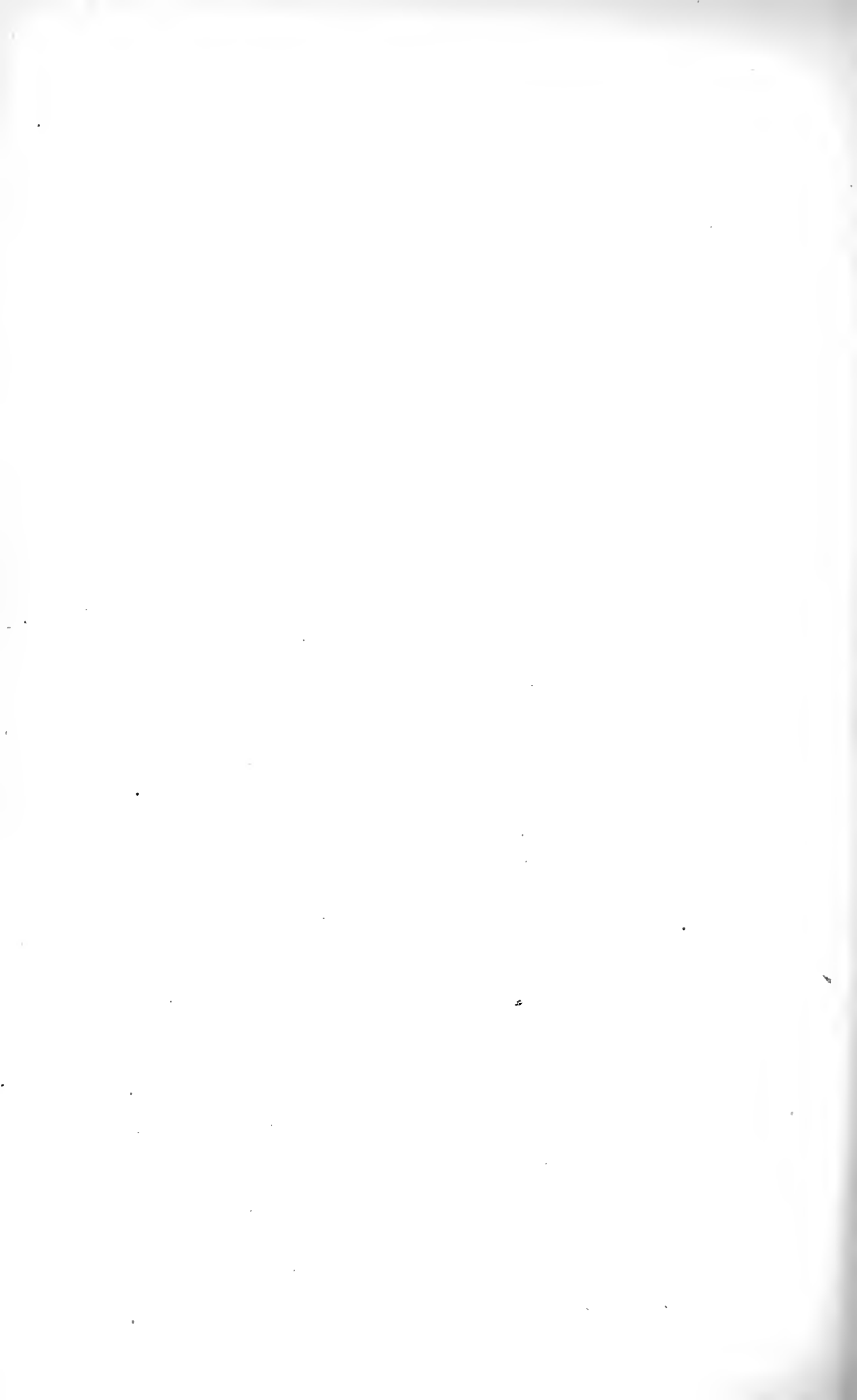
Containing Location, Size of Lot, Size, Date of Erection of each School Building, and estimated Value.

No. Grammar Schools.	Location.	Size of Lot.	Value of Lots.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Value of Buildings.	Date of Erection.	Altered or Rebuilt.
1	Vandewater street, near Pearl..	75 by 97½ feet.	\$30,000	45 by 91 feet.	4	4	15 by 26 feet.	\$70,000	1863	.....
2	Henry street, near Pike....	75 by 100 "	30,000	42 by 100 "	3	2	16½ by 25 "	60,000	1835	1855
3	Hudson street, near Grove.....	71 by { 110 " 148 "	35,000	48 by 116 "	4	{ 1 1 }	{ 23 by 26½ " 23 by 39½ " }	100,000	1821	1860
4	Rivington street, near Ridge...	{ 75 by 100 " 20 by 65 }	32,000	45 by 100 "	4	{ 1 1 }	{ 9 by 20 " 20 by 50 " }	90,000	1819	1854
5	Mott street, near Prince.....	75 by 100 "	18,000	45 by 90 "	3	{ 2 2 }	{ 15 by 33 " 15 by 23 " }	55,000	1822	{ 1855 1868 }
6	Randall's Island .....	.....	.....	45 by 105 "	2	.....	.....	.....	.....	.....
7	{ Chrystie street, near Hester, 25 by 50 " and Branch	{ 75 by 100 " 25 by 50 " }	35,000	40 by 100 "	3	.....	.....	50,000	1826	1858
8	Grand street, near Wooster....	75 by 100 "	45,000	45 by 94 "	4	4	15 by 26 feet.	70,000	1826	1863
9	82d street, corner 11th avenue..	100 by 100 "	18,000	28 by 90 "	1	{ 2 2 }	{ 7 by 12 " 23 by 30 " }	9,000	1830	1867
10	Wooster street, near Bleeker..	75 by 100 "	45,000	43 by 91 "	4	{ 2 2 }	{ 16 by 22 " 16 by 26 " }	70,000	1823	1859
11	17th street, near 8th avenue....	100 by 100 "	40,000	50 by 100 "	4	4	25 by 25 "	100,000	1823	1854
12	Madison street, near Jackson..	100 by 95 "	40,000	42 by 85 "	3	4	29 by 25 "	80,000	1834	{ 1856 1868 }
13	Honston street, near Norfolk...	100 by 100 "	50,000	50 by 95 "	4	4	25 by 27½ "	100,000	1833	1856
14	27th street, near 3d avenue.....	125 by 100 "	63,000	{ 2 stories. 55 by 128 " }	4	{ 2 2 }	{ 25 by 25 " 25 by 41 " }	140,000	1849	1859
	On 28th street.....	50 by 100 "		{ 2 stories. 55 by 99 " }						

Grammar Schools.	Location.	Size of Lot.	Value of Lots.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Value of Buildings.	Date of Erection.	Altered or Rebuilt
No. 15	5th st., near Avenue D.....	90 by 98 feet.	\$32,000	42 by 96 feet.	4	{ 2 2	24 by 28 feet.	\$85,000	1838	{ 1855 1866
16	13th st., near 7th ave.....	100 by 100 "	30,000	42 by 88 "	3	{ 1 2	24 by 23 " "	70,000	1845	1859
17	47th st., near 8th ave.....	150 by 100 "	56,000	47 by 97 "	3	{ 2 2	26 by 29 " "	80,000	1846	{ 1859 1871
18	51st st., near Lexington ave.....	100 by 150 ⁵ "	36,000	41 by 98 "	4	{ 2 2	24½ by 26½ " "	80,000	1855	1866
19	14th st., near 1st ave.....	105 by 103 ² "	48,000	50 by 100 "	4	{ 2 2	29½ by 24 " "	110,000	1859	
20	Chrystie st., near Delancey.....	100 by 100 "	40,000	50 by 97 "	4	{ 2 2	25 by 28 " "	100,000	1856	
21	Marion st., near Prince.....	75 by 100 "	24,000	43 by 91 "	4	{ 2 2	25 by 33 " "	70,000	1843	1858
22	Stanton st., near Sheriff.....	{ 60 by 100 50 by 100 }	45,000	50 by 150 "	4	{ 2 1	16 by 22 " "	96,000	1846	1871
23	City Hall place, near Pearl st..	49 by { 69 87 }	20,000	39 by 69 "	3	{ 1 1	9 by 19 by 44 }	30,000	1843	1856
24	Elm st., near Leonard.....	50 by { 90 95 }	24,000	40 by 90 "	3	{ 2 2	25 by 32 " "	30,000	1843	1855
25	5th st., near 1st ave.....	100 by 96 ¹ 96 ⁶	45,000	50 by 92 "	4	{ 2 2	8 by 13 " "	85,000	1871	
26	30th st., near 6th ave.....	100 by 130 "av.	40,000	50 by 104 "	4	{ 2 2	25 by 30 " "	105,000	1868	
27	42d st., near 3d ave	75 by 98½ "	18,000	43 by 93 "	4	{ 2 2	25 by 23 " "	70,000	1862	
28	40th st., near 8th ave.....	100 by 98½ "	32,000	50 by 96 "	3	{ 2 2	16 by 26 by 24½ }	90,000	1846	1860
29	Greenwich st., near Rector.....	48½ by 130 "	Leased.	40 by 130 av. "	4	{ 2 2	9¾ by 20 " "	70,000	1845	{ 1854 1862
30	Baxter st., near Grand.....	75 by 100 "	21,000	45 by 90 "	3	{ 1 4	9 by 20 16½ by 25 }	40,000	1844	
31	Monroe st., near Montgomery.	70½ by 97 "	27,000	42 by 85 "	3	{ 1 4	15 by 19 25 by 25½ }	60,000	1844	1857
32	35th st., near 9th ave.....	100 by 98½ "	32,000	50 by 98½ "	4	{ 2 2	24 by 25 " "	100,000	1843	1861
33	28th st., near 10th ave	125 by 98½ "	30,000	50 by 97½ "	3 rear 4 front	{ 2 2	24 by 26 by 35 }	90,000	1857	
34	Broome st., near Sheriff.....	104½ by 87½ "	34,000	50 by 82½ "	4	{ 1 1	27 by 27 by 27 }	95,000	1847	{ 1856 1869

35 13th st., near Sixth ave.....	87	by	103	"	60,000	49 by 87	"	4	{ 2 19 by 30 2 19 by 27 1 15 by 24 4 25 by 25 }	"	{	1847	1861
36 9th st., near Avenue C.....	100	by	100	"	40,000	50 by 95	"	4	"	"	{	1847	{ 1855 1868 }
37 87th st., near 4th ave.....	100 $\frac{3}{4}$	by	100	"	24,000	48 by 83	"	3	{ 1 15 by 20 2 26 by 26 4 12 $\frac{1}{2}$ by 25 }	"	{	1853	1861
38 Clarke st., near Broome.....	100	by	90	"	44,000	50 by 90	"	4	"	"	{	1847	1858
39 125th st., near 2d ave.....	100	by	99 $\frac{1}{2}$	"	32,000	50 by 85	"	3	{ 2 25 by 29 2 10 by 34 }	"	{	1849	{ 1856 1869 }
40 23d st., near 2d ave.....	97 $\frac{3}{4}$	by	98 $\frac{3}{4}$	"	56,000	48 by 98 $\frac{1}{4}$	"	4	{ 2 21 $\frac{3}{4}$ by 47 $\frac{1}{2}$ 1 50 by 87 }	"	{	1865	1857
41 { Greenwich avenue, opposite { Charles st	75	by	{ 119 " 106 "	"	30,000	48 by 75	"	4	"	"	{	1850	{ 1866 1860 }
42 { Allen street, near Hester. ... { Branch	98 38	by by	76 75	"	50,000 32,000	{ 44 by 76 38 by 70 45 by 70 }	"	4 3	{ 4 18 by 23 1 15 by 20 1 17 by 23 2 14 by 25 1 25 by 75 }	"	{	1854	1850
43 129th st., near 10th ave.....	200	by	99 $\frac{1}{2}$	"	32,000	47 by 80	"	4	{ 2 18 by 25 2 20 by 25 1 9 by 19 2 25 by 50 2 21 by 26 $\frac{1}{2}$ 2 26 $\frac{1}{2}$ by 39 }	"	{	1851	1859
44 { North Moore st., cor. Varick.. { W. Edway, near Franklin st..	87 $\frac{1}{2}$ 25	by by	75 75	"	62,000	47 by 80	"	4	"	"	{	1851	1850
45 24th st., near 7th ave.....	125	by	98 $\frac{3}{4}$	"	38,000	50 by 95	"	4	"	"	{	1851	1850
46 156th st., near 10th ave.....	199 $\frac{1}{2}$	by	100	"	40,000	32 by 58	"	2	"	"	{	1852	1850
47 12th st., near Broadway.....	100	by	98 $\frac{1}{2}$	"	60,000	45 by 100	"	4	"	"	{	1855	1855
48 28th st., near 6th ave.....	110	by	98 $\frac{3}{4}$	"	36,000	45 by 51	"	4	"	"	{	1854	1854
49 { 37th st., near 2d ave	100	by	125	"	35,000	{ 2 stories, 50 by 125 2 stories, 50 by 110 }	"	4	{ 2 20 by 40 2 25 by 37 }	"	{	1855	1865
50 20th st., near 3d ave.....	100	by	92	"	40,000	100 by 50	"	4	"	"	{	1855	1855
51 44th st., near 10th ave.....	100	by	100 $\frac{1}{2}$	"	17,000	43 by 94	"	4 rear. 3 front.	{ 2 24 by 24 $\frac{1}{2}$ 2 19 by 27 }	"	{	1858	1858
52 Kingsbridge road, near 206th st.	100	by	200	"	15,000	41 by 75	"	3	{ 1 15 by 20 2 27 $\frac{1}{2}$ by 26 2 26 by 19 $\frac{1}{2}$ }	"	{	1857	1857
53 79th st., near 3d ave.....	100	by	100 $\frac{1}{6}$	"	24,000	45 by 99	"	4	"	"	{	1860	1860
54 10th ave., cor. 104th st.....	100 $\frac{1}{2}$	by	125	"	20,000	45 by 90	"	3	{ 2 15 by 25 2 8 $\frac{1}{2}$ by 20 2 21 $\frac{3}{4}$ by 25 }	"	{	1862	1862
55 20th st., near 7th ave.....	90 $\frac{1}{2}$	by	92	"	32,000	47 by 87	"	4	"	"	{	1865	1865
56 18th st., near 9th ave.....	100	by	92	"	36,000	50 by 87	"	4	{ 2 8 by 13 2 25 by 50 2 25 by 22 }	"	{	1868	1868
57 115th st., near 3d ave.....	170	by	100 $\frac{1}{2}$	"	30,000	52 by 96	"	4	{ 4 8 by 13 2 24 by 21 2 24 by 26 }	"	{	1867	1867

Schools.	Location.	Size of Lot.	Value of Lots.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Value of Buildings.	Date of Erection.	Altered or Rebuilt
Grammar Schools.	No. 58 52d street, near 8th avenue. . .	125 by 100 $\frac{5}{12}$ feet.	\$40,000	52 by 94 feet.	4	{ 4 } 2	8 by 13 feet. 24 by 24 " } 24 by 26 " }	\$100,000	1868	
	59 57th street, near 3d avenue.	100 by 100 $\frac{5}{12}$ "	30,000	50 by 95 "	4	{ 2 } 2	25 by 33 " } 25 by 36 " }	85,000	1871	
	54th street, near 6th avenue.	75 by 100 $\frac{5}{12}$ "	25,000							
	61st street, near Broadway.	100 by 100 $\frac{5}{12}$ "	65,000							
Normal College.	4th av., Lex. av., 68th and 69th { sts., site for Normal College }	200 $\frac{10}{12}$ by 405 "	256,000	78 by 125 "	4	1	80 by 177 $\frac{1}{2}$ "	320,000	1871-2	
Colored Schools.	No. 1 Mulberry street, near Grand ..	50 by 100 feet.	20,000	34 by 91 "	3	{ 1 } 4	9 by 19 " } 8 by 22 " }	45,000	....	1859
	2 South 5th avenue, near Broome	45 by 93 "	40,000	30 by 75 "	3	....	....	25,000	....	1870
	3 41st street, near 7th avenue.	100 by 98 $\frac{1}{4}$ "	36,000	50 by 94 "	3	....	....	70,000	1808	
	4 17th street, near 7th avenue.	20 by 95 "	8,000	25 by 62 "	3	1	11 by 28 feet.	12,000	1840	
	6 95 Allen street.	Leased.								
Primary Schools.	No. 1 Ludlow street, near Delancey. .	75 by 87 $\frac{1}{2}$ "	25,000	45 $\frac{1}{2}$ by 83 $\frac{3}{4}$ "	4	4	14 $\frac{3}{4}$ by 29 $\frac{1}{2}$ "	70,000	1843	1872
	2 Bayard street, near Baxter. . .	25 by 95 "	10,000	25 by 62 "	3	1	11 by 28 "	12,000	1846	
	3 Cannon street, near Stanton.	25 by 100 "	8,000	25 by 45 "	3	4	....	12,000	1854	
	4 411 East 16th street.	75 by 92 "	35,000	45 $\frac{1}{2}$ by 87 "	3	{ 2 } 2	14 $\frac{3}{4}$ by 28 feet. 14 $\frac{3}{4}$ by 31 " }	60,000	1872	
	5 4th street, near Avenue C.	49 $\frac{1}{2}$ by 96 "	18,000	36 by 94 "	3	4	6 $\frac{3}{4}$ by 22 "	40,000	1857	
	7 West 10th st., near Washington	25 by 95 "	7,000	25 by 71 "	3	1	11 by 24 "	12,000	1844	1862
	8 Mott street, near Bayard.	50 by 94 "	20,000	36 by 90 "	3	4	7 by 22 "	40,000	1857	1864
	9 1st street, near 2d avenue.	64 by 144 "	35,000	53 by 57 "	3	1	21 by 25 "	35,000	....



SCHEDULE No. 12.

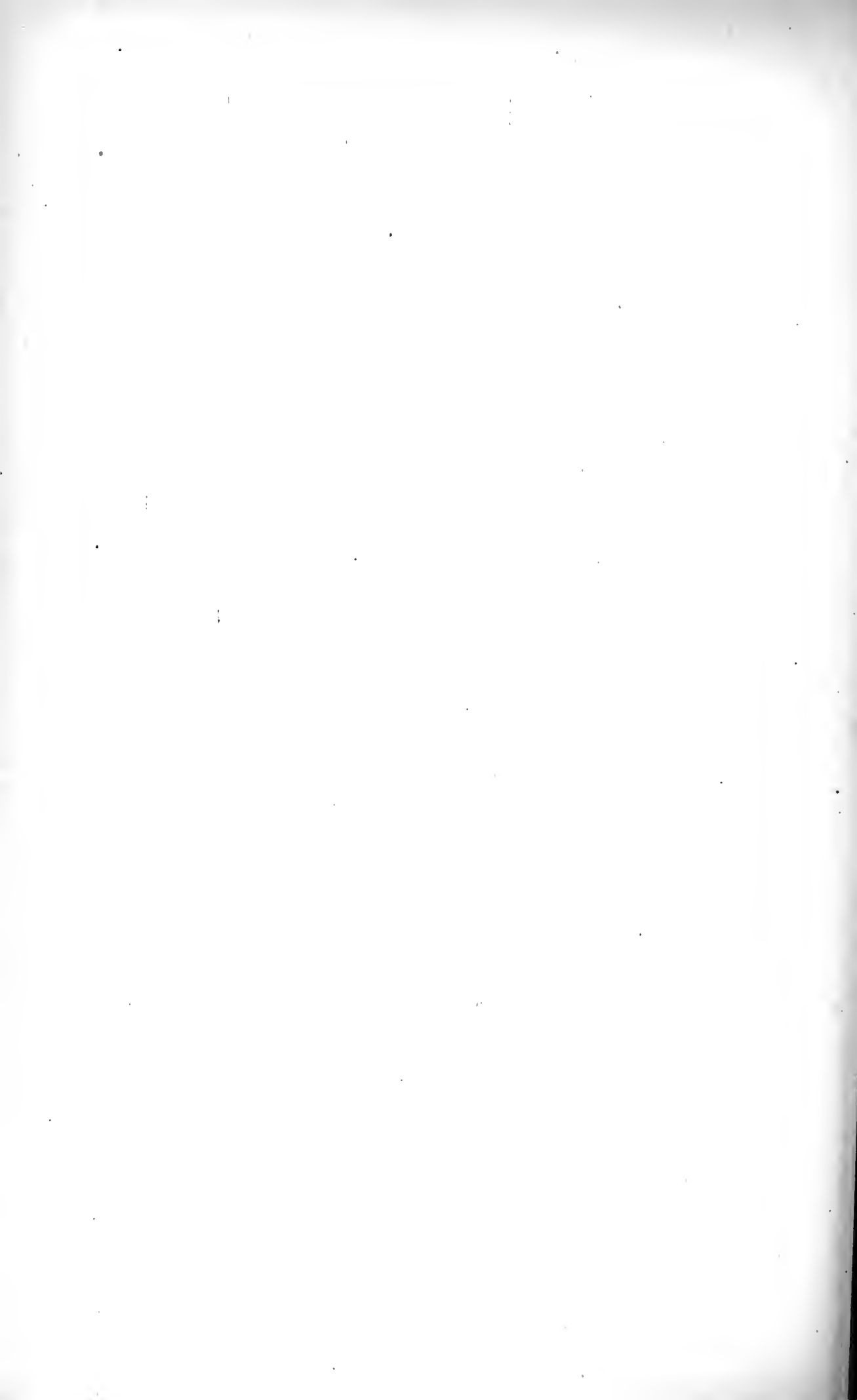


SCHEDULE No. 12.

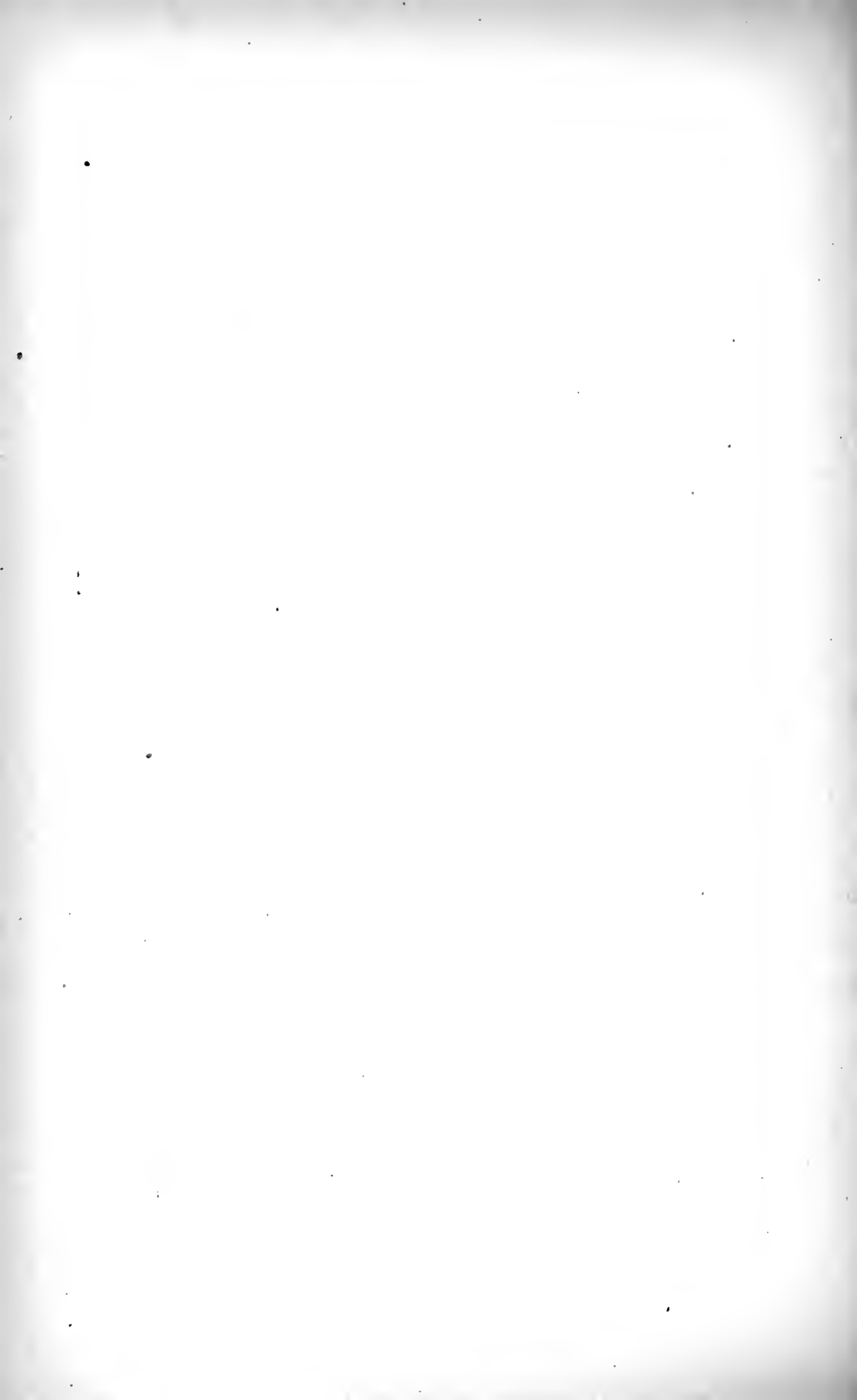
FINANCIAL EXHIBIT FOR THE LAST TWELVE YEARS.

The following is a summary exhibit of the Revenues of the Board of Education for each year for twelve years past:

REVENUE.	1873.	1872.	1871.	1870.	1869.	1868.	1867.	1866.	1865.	1864.	1863.	1862.
State Apportionment..	\$507,602 87	\$443,247 56	\$428,047 62	\$422,216 92	\$394,814 80	\$247,441 58	\$242,250 04	\$260,896 82	\$252,265 54	\$250,616 99	\$245,080 34	\$212,768 99
Equal amount by City.	507,602 87	443,247 56	428,047 62	422,216 92	394,814 80	247,441 58	242,250 04	260,896 82	252,265 54	250,616 99	245,080 34	212,768 99
Tax of 1-30th of 1 p. c..	532,049 04	538,124 73	523,712 52	482,050 29	454,218 16	415,918 25	368,494 95	304,413 90	317,297 50	297,077 00	285,983 00	290,753 68
Amount of fixed funds	1,567,254 78	1,424,619 85	1,379,808 76	1,326,434 13	1,243,846 76	910,801 41	853,055 03	826,207 54	821,828 58	798,310 98	776,146 68	716,291 68
Additional estimate.	1,732,745 22	1,544,080 15	1,416,601 21	1,055,515 87	1,906,152 24	1,989,198 59	2,086,292 97	1,628,120 00	1,476,630 00	988,689 02	673,853 32	642,143 47
Amount raised for the year.....	3,300,000 00	2,968,700 00	2,796,500 00	2,382,000 00	3,150,000 00	2,900,000 00	2,939,348 00	2,451,327 54	2,298,508 54	1,787,000 00	1,450,000 00	1,358,435 10



SCHEDULE No. 13.



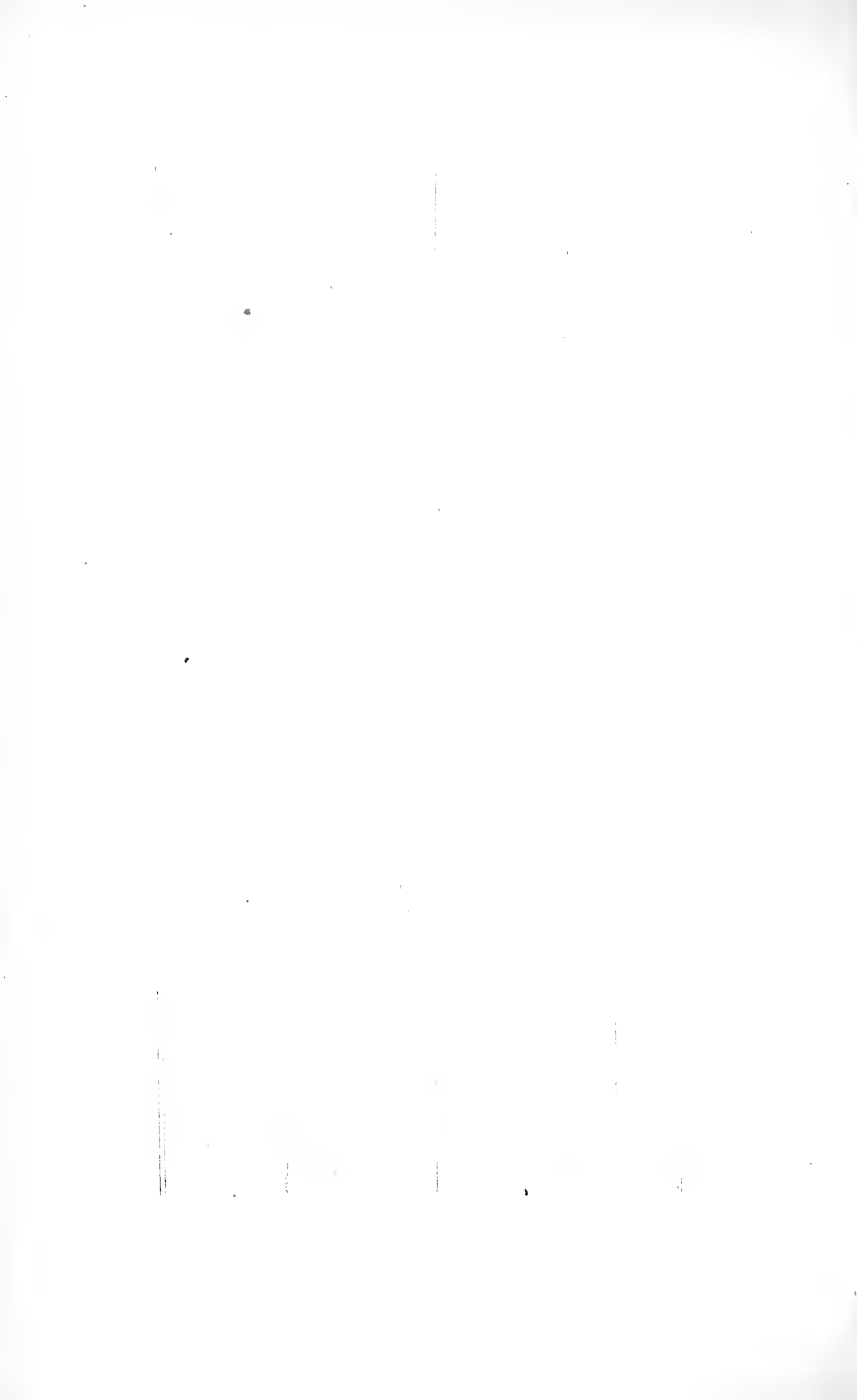
SCHEDULE No. 13.

THE COMMON SCHOOLS DIVIDED INTO TWENTY-ONE GROUPS, EACH GROUP TO BE VISITED
BY A COMMISSIONER BETWEEN JUNE 1, 1873, AND JANUARY 1, 1874.

James M. Halsted.	Robert Hoe.	Eugene Kelly.	Albert Klamroth.	Henry P. West.	Edward O. Jenkins.	John Crosby Brown.	Charles V. Lewis.	Randolph W. Toussend.	James W. Farr.	William H. Neilson.
1	2	3	4	5	6	7	8	9	10	11
G. S. No. 39	G. S. No. 1	G. S. No. 8	G. S. No. 2	G. S. No. 7	G. S. No. 4	G. S. No. 5	G. S. No. 3	G. S. No. 16	G. S. No. 10	G. S. No. 13
P. S. No. 15	G. S. No. 23	G. S. No. 38	G. S. No. 12	G. S. No. 20	G. S. No. 31	G. S. No. 41	P. S. No. 21	G. S. No. 41	G. S. No. 35	G. S. No. 19
P. S. No. 34	G. S. No. 24	G. S. No. 44	G. S. No. 31	G. S. No. 42	P. S. No. 10	G. S. No. 30	P. S. No. 13	P. S. No. 18	G. S. No. 47	G. S. No. 25
P. S. No. 38	P. S. No. 2	P. S. No. 6	P. S. No. 36	P. S. No. 1	P. S. No. 20	C. S. No. 1	P. S. No. 30	P. S. No. 24	P. S. No. 47	P. S. No. 9
.....	P. S. No. 8	P. S. No. 11	.....	C. S. No. 6	.....	.....	.....	.....	.....	P. S. No. 22
.....	P. S. No. 12	P. S. No. 25	.....	.....	.....	.....	.....	.....	.....	P. S. No. 23
.....	P. S. No. 14	C. S. No. 2	.....	.....	.....	.....	.....	.....	.....	P. S. No. 26

William Dowd.	Andrew J. Mathewson.	Ferdinand Traud.	Rufus G. Beardslee.	David Wetmore.	David F. Baker.*	Samuel P. Patterson.	Joseph Seligman.	Albon P. Man.	Jacob D. Vermilye.
12	13	14	15	16	17	18	19	20	21
G. S. No. 15	G. S. No. 50	G. S. No. 14	G. S. No. 11	G. S. No. 26	G. S. No. 28	G. S. No. 9	G. S. No. 18	G. S. No. 6	G. S. No. 43
G. S. No. 22	P. S. No. 4	G. S. No. 40	G. S. No. 55	G. S. No. 32	G. S. No. 51	G. S. No. 17	G. S. No. 27	G. S. No. 37	G. S. No. 46
G. S. No. 36	P. S. No. 28	G. S. No. 49	G. S. No. 56	G. S. No. 33	P. S. No. 17	G. S. No. 58	G. S. No. 53	G. S. No. 39	G. S. No. 52
P. S. No. 3	P. S. No. 29	P. S. No. 16	C. S. No. 4	G. S. No. 45	P. S. No. 27	P. S. No. 40	G. S. No. 59	G. S. No. 57	G. S. No. 54
P. S. No. 5	.....	.....	.....	G. S. No. 48	C. S. No. 3	P. S. No. 11	P. S. No. 33	P. S. No. 30	P. S. No. 32
P. S. No. 31	.....	.....	.....	.....	.....	.....	.....	P. S. No. 42	.....
P. S. No. 39	.....	.....	.....	.....	.....	.....	.....	.....	.....

* Vice James Cushing, Jr, deceased.



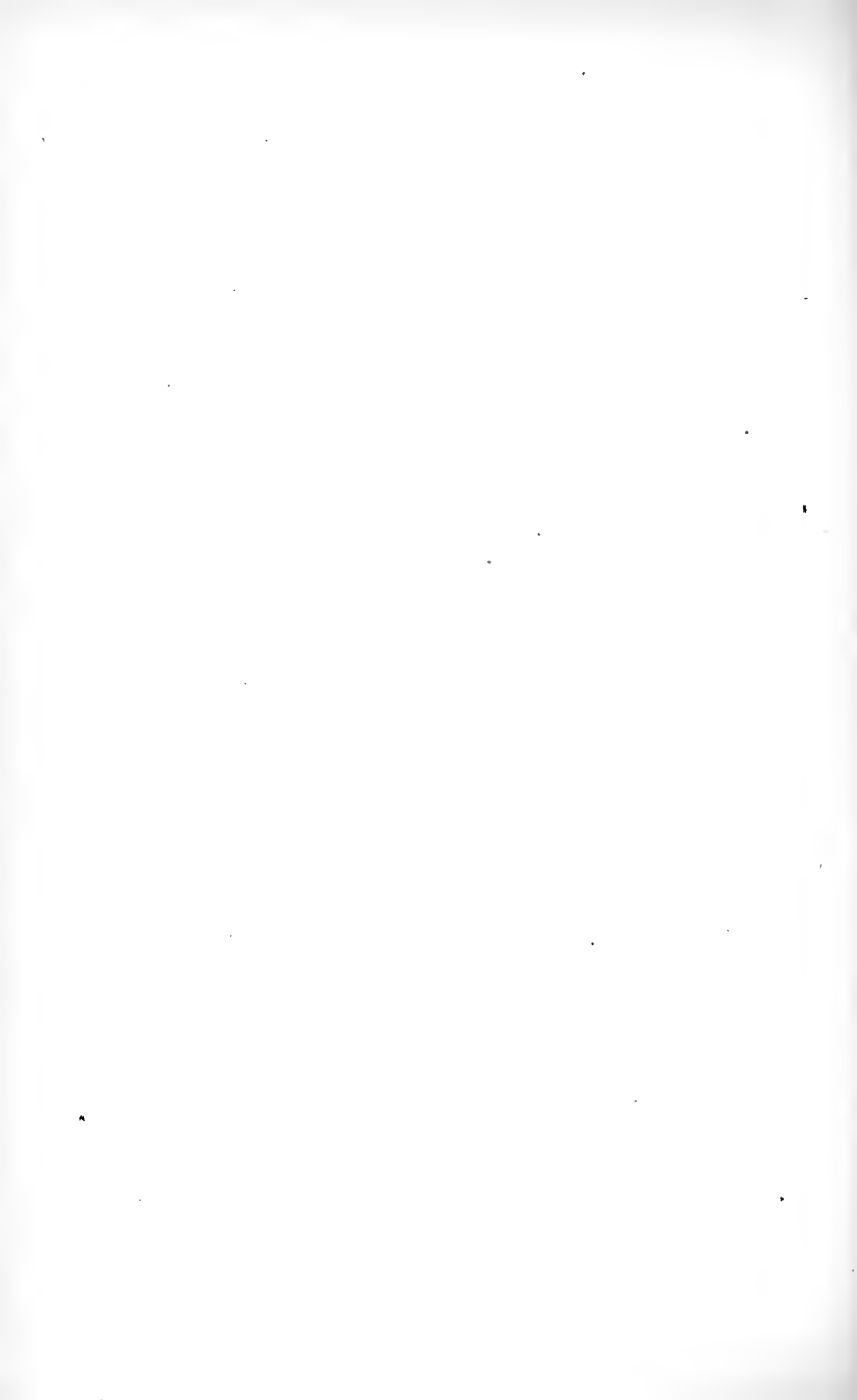
APPENDICES.

REPORT

OF THE

CITY SUPERINTENDENT

AND ASSISTANTS.



REPORT.

CITY SUPERINTENDENT'S OFFICE,

NEW YORK, December 31, 1873.

To the Honorable the Board of Education :

As required by law, the undersigned respectfully submits the following report for the year ending at this date.

ATTENDANCE OF PUPILS.

The average attendance of pupils for the year ending on the thirtieth day of September last, when returns were made to the undersigned from all the schools under the control of the Board of Education, was 107,639; and the whole number of pupils who received instruction during any portion of the year is reported as 235,618. The average attendance and number of pupils taught in each class of schools during this and the preceding year are exhibited in the following table :

SCHOOLS.	1873.		1872.	
	Average Attendance.	Whole No. Taught.	Average Attendance.	Whole No. Taught.
Male Grammar Schools.....	17,051	32,483	16,930	31,271
Female Grammar School.....	15,411	28,941	14,923	28,062
Primary Departments.....	39,865	90,297	38,363	88,997
Primary Schools.....	15,652	38,142	16,260	39,176
Colored Schools.....	803	1,965	797	1,832
Normal Schools.....	1,395	2,434	1,446	2,145
Corporate Schools.....	8,302	21,806	8,257	23,418
Evening Schools.....	9,160	19,550	9,350	20,979
Total.....	107,639	235,618	106,326	235,880

It will be perceived from this, that the average attendance in all the schools for the year 1873 is 1,313 in excess of that reported the preceding year, while the number taught is 262 less. There has been a falling off of attendance in the Primary, Normal, and Evening Schools, amounting to 849 ; while in the Grammar Schools, Primary Departments, Colored and Corporate Schools, the aggregate increase of attendance is 2,162, the principal increase being in the Female Grammar Schools and the Primary Departments. The closing of Primary School No 21, in the Nineteenth Ward, and the transfer of its pupils to the Primary Department of the new Grammar School No. 59, has mainly contributed to this increase in the attendance at the Primary Departments and the decrease in the Primary Schools.

The average number of pupils on the registers of the several

schools during the year was 110,125, which, compared with the yearly average attendance, shows that the rate of absenteeism was $11\frac{3}{4}$ per cent. During the previous year it was $13\frac{1}{4}$ per cent.; consequently, the attendance of pupils has been more regular during the year just closed than during the preceding year.

The following table exhibits the rate of absenteeism in each class of schools :

SCHOOLS.	Average No. on Register.	Average Attendance.	Percentage of Absentees.	
			1873.	1872.
Male Grammar Schools.	18,594	17,051	$8\frac{1}{4}$	$8\frac{1}{2}$
Female Grammar Schools.	17,078	15,411	$9\frac{3}{4}$	$10\frac{3}{4}$
Primary Departments.	45,594	39,865	$12\frac{1}{2}$	$12\frac{1}{2}$
Primary Schools.	17,898	15,652	$12\frac{1}{2}$	$13\frac{1}{2}$
Colored Schools.	1,090	803	$26\frac{1}{2}$	30
Corporate Schools.	9,871	8,302	16	$26\frac{1}{2}$
Total.	110,125	97,084	$11\frac{3}{4}$	13

During the last three years there has been a steady improvement in regularity of attendance in each class of schools, but particularly in the Female Grammar Schools, the Primary Schools, the Colored Schools, and the Corporate Schools. In 1870, the general rate of absenteeism in the schools was $15\frac{3}{4}$ per cent.; so that, during the last three years, it has diminished four per cent. Three years ago, the average register number was only

571 less than is reported for the present year, while the average attendance was 4,749 less. It will be perceived that the absenteeism in the Primary Schools this year is no greater than in the Primary Departments. The returns show that the number of pupils that can be accommodated in the several schools is 114,112—that is, the number of permanent seats in the classrooms, together with seats for not more than two classes in each main room; of course, all movable and temporary seats, such as camp stools, short benches without backs, etc., are excluded in this enumeration. Such seats are sometimes used, very greatly to the detriment of the pupils, inasmuch as their use leads to an excessive crowding of the rooms, and thus renders thorough ventilation impossible. The number of permanent seats reported last year was 110,409, thus showing that, during the year, provision has been made for the accommodation of 3,703 more pupils. This has been accomplished by the completion of Grammar School No. 59, containing three departments, and of Primary Schools Nos. 1 and 4, in the Tenth and Eighteenth Wards, respectively; and an increase of accommodation in Primary School No. 33, in the Nineteenth Ward.

The following table exhibits the number of pupils that can be accommodated in each class of schools, as compared with the average number of pupils on register :

SCHOOLS.	Number that can be Accom'dated.	Average Register Number.	Excess of Accom- modation	Excess of Accom'd'n in 1872.
Male Grammar Schools.....	22,532	18,594	3,938	3,553
Female Grammar Schools.....	20,441	17,078	3,363	3,100
Primary Departments.	45,634	45,594	40	1,500
Primary Schools.....	23,848	17,898	5,950	2,893
Colored Schools.....	1,657	1,090	567	595
Total.....	114,112	100,254	13,858	11,641

The returns from which this table has been compiled thus show that the accommodations, except in the Primary Departments, have been increased in a much greater proportion than the number of pupils to be accommodated. For this the following reasons may be assigned: 1. The increase of school population in some parts of the city, and the diminution in others; 2. The withdrawing of the pupils from the public schools by the establishment of parochial schools; 3. The establishment of schools and the erection of buildings in localities where they are needed without the discontinuance of schools where they are not needed, or where they fail to keep up a sufficient attendance of pupils to warrant their continuance as separate schools. In this way the cost of the system is, year by year, increasing in a greater ratio than the number of pupils educated. These facts will be illustrated by the following table, which exhibits the average attendance of pupils and the accommodation afforded in each ward as compared with the population and whole number

of children attending any schools, according to census of 1870. Of course, the population has very greatly increased since the census was taken, particularly in the Twelfth, Seventeenth, Nineteenth, and Twenty-second Wards.

WARDS.	Average Attendance.	Number of Pupils that can be accommodated.	Population according to Census of 1870.	Number of Children attending School according to Census of 1870.
1st.....	1,465	1,928	14,463	2,833
2d.....	177	300	1,312	123
3d.....			3,715	521
4th.....	1,707	2,508	23,748	4,216
5th.....	1,789	2,672	17,150	2,527
6th.....	2,193	3,007	21,153	4,090
7th.....	3,741	4,930	44,818	7,820
8th.....	2,561	3,505	34,913	5,204
9th.....	5,172	6,498	47,609	7,451
10th.....	6,208	7,769	41,431	6,364
11th.....	6,728	8,066	64,230	13,129
12th.....	5,916	7,508	47,497	11,578
13th.....	4,262	5,295	33,364	5,570
14th.....	1,911	3,241	26,436	4,964
15th.....	3,769	3,885	27,587	3,104
16th.....	4,488	5,640	48,350	6,911
17th.....	6,624	8,115	95,365	16,664
18th.....	3,720	5,400	59,593	7,186
19th.....	6,407	7,374	86,090	12,650
20th.....	6,045	8,483	75,407	12,468
21st.....	5,045	6,580	56,703	7,879
22d.....	8,054	9,745	71,349	12,333
Total.....	88,002	112,455	942,292	155,603

A careful examination of the figures of this table will show some very interesting and important facts. It will be found that the largest percentage of public school attendance, as compared with the population, is in the Tenth Ward, where it is fifteen per cent. ; while the smallest is in the Eighteenth Ward, where it is only a little over six per cent., the average for the whole city being about nine and one-third per cent.

A comparison of the average attendance with the number of pupils that may be accommodated will show where there is a deficiency of accommodation and where more is provided than is required. The amount of accommodation should be about twenty-five per cent. in excess of the yearly average attendance, to allow for the large fluctuations in the number of children present that occur during the year. The Wards in which the sitting accommodations at present provided are greatly in excess of that rate are the Fourth, Fifth, Fourteenth, Eighteenth and Twentieth. In the Fourteenth Ward there is an excess of sixty-nine per cent. In the Fifteenth Ward the sitting accommodations are only *three* per cent. above the average attendance, which shows that the schools of this Ward are greatly overcrowded.

A comparison of the entire school attendance in each Ward, as shown by the Census of 1870, with the average attendance at the Grammar and Primary Schools, exhibited in the first column of the foregoing table, shows that the smallest ratio of school attendance is found in the Fourteenth Ward, where it is only 38 per cent.; and the largest is in the Tenth Ward, where it is more than 97 per cent.; while in the Fifteenth Ward, the attendance at the Public Schools is 21 per cent. more than the entire school at-

tendance of the Ward, illustrating clearly the fact that very many pupils (above the usual rate) from other Wards attend the schools.

A comparison of the aggregate average attendance of pupils at all classes of the Common Schools with the entire school attendance, as shown in the table, exhibits an excess in the latter over the former of about 48,000; this must, however, at the present time be considerably less than the exact number, inasmuch as the school attendance was obtained at the first enumeration, when the aggregate population was reported at 923,944, and also from the large increase since 1870. Probably a low estimate at present would be 60,000, which must include the pupils of the parochial and private schools, the former numbering at least 35,000.

That the various schools in our city are effective in affording an education to all classes of children, must be apparent from the fact that, at the last Census, it was found that there were only 1,361 children between the ages of 10 and 15 who were not able to write, and of course a smaller number who were unable to read. The following exhibit will be useful in explaining and verifying some of the foregoing statements:

WARDS.	Excess of Accommodation above Av. Attendance, in per cent.	Attendance per-centage of Population	Attendance per-centage of Whole No. of School Children.	WARDS.	Excess of Accommodation above Av. Attendance, in per cent.	Attendance per-centage of Population.	Attendance per-centage of Whole No. of School Children.
1st	32	10	52	12th.....	27	12½	51
2d.....	70	13½	} 21	13th.....	24	13	76
3d	—	—		14th.....	69	7½	38
4th.....	47	7½	40	15th.....	3	14	121
5th.....	49	10½	71	16th.....	26	9½	65
6th.....	37	10	53	17th.....	22	7	40
7th.....	30	8½	48	18th.....	45	6½	51
8th.....	37	7½	50	19th.....	15	7½	50
9th.....	26	10¾	70	20th.....	40	8	49
10th.....	25	15	97	21st.....	30	9	64
11th.....	20	10½	51	22d	21	11½	66

THE OVERCROWDING OF THE SCHOOLS.

Probably the most serious evil connected with our system is the overerowding of the schools. To this fact the attention of the Board has been frequently called, and measures have been adopted from time to time to abate the evil ; it, however, still exists to an alarming extent, and calls for the earnest consideration of the Board. As, by law, resident parents and guardians are permitted to send their children to school in any part of the city, some schools, deemed more efficient, or consisting mainly of pupils who belong to more affluent families, are overcrowded, while other schools, often in the same Ward, are left with a large

number of vacant seats or class-rooms. Principals often find it exceedingly difficult, sometimes almost impossible, to resist the importunities of parents, who desire that their children should be admitted, even when they are told the school is already crowded. The consequence of this is, that many of the rooms, especially in the Primary Departments, are filled almost to the suffocation of both pupils and teachers.

Some more definite rule is required to regulate this matter effectually. I would suggest that the Board fix the capacity of every building, every main room, and every class-room in the city, and prohibit the placing, *at any time*, of more children in any room than the number thus established by law, and that every principal be required to refuse admission to all pupils when the number assigned for his or her department or school has been reached. If this were carefully and accurately accomplished, keeping in view not merely the number of seats that could be placed in a room, but allowing a sufficient number of cubic feet of air for each child, the accommodations above reported would be greatly reduced. In this connection, I invite attention to the statements of Assistant Superintendent Calkins, in his report to me, hereto annexed.

There is no doubt that the size of many of the classes in the Primary Departments and Schools is much too large. From the causes above referred to, the undersigned has found it quite difficult to enforce the prohibition to permit more than seventy-five pupils in a class. This, however, has been done; and now I am not aware that there are any classes in excess of that number. Seventy-five pupils, however, are too many to be

taught successfully by one teacher; yet to enforce a smaller number would be the means of driving thousands of pupils from the Primary Departments and Schools. To allow a larger number of teachers would, in most cases, fail to effect a remedy, since there are not sufficient separate class-rooms to render it possible for them to be employed. There are now Primary Departments in which, while the classes are excessive in size, there are from three to five teachers who have no regular class duty. I trust that before long it will be possible to increase the accommodations in the Primary Departments, thus affording a sufficient number of class-rooms to enable the Board to employ a larger number of teachers in this class of schools.

The Primary Departments in which the accommodations are very insufficient are the following: Nos. 2, 3, 4, 7, 12, 13, 15, 18, 19, 20, 35, 36, 37, and 44. In these schools the number of pupils that can be properly accommodated is 10,905, while the average attendance is 11,599.

EXAMINATIONS.

During the past year the schools have all been minutely examined, at least once, and many of them twice. Of 1,858 classes thus examined, the instruction in 905 was found to have been *excellent*; in 781, *good*; in 158, *fair*; in 13, *indifferent*; and in 1, *bad*. The following is a tabular exhibit of the results of the examinations in each class of schools, both as to instruction and discipline:

CHARACTER OF INSTRUCTION.

SCHOOLS.	Excellent.	Good.	Fair.	Indifferent.	Bad.	Total.
Male Gram. Sc'ls.	153	216	61	7		437
Female " "	236	138	19	1	1	395
Primary Dep'ts..	370	266	44	1		681
Primary Schools.	145	140	20	3		308
Colored "	1	21	14	1		37
Total.....	905	781	158	13	1	1,858

DISCIPLINE.

SCHOOLS.	Excellent.	Good.	Fair.	Indifferent.	Bad.	Total.
Male Gram. Sc'ls.	266	137	42	1		446
Female " "	360	40	1			401
Primary Dep'ts..	477	177	34	2		690
Primary Schools.	185	107	22	1		315
Colored "	5	23	8	1		37
Total.....	1,293	484	107	5		1,889

These results are not as good as those reported last year. Then the percentage of excellent classes was 55, and of deficient classes only $6\frac{1}{2}$; this year the former is about $48\frac{1}{2}$, and the latter nearly 9. The discipline is also shown to be inferior. Last year

the discipline in 73 per cent. of all the classes examined was found to be excellent, and in only $3\frac{1}{2}$ per cent. very deficient; this year there are only 69 per cent. of excellent classes, while there are nearly 6 per cent. very deficient. It will be noticed that while only one class in the Female Grammar School seemed to be deficient in discipline, in the Male Grammar Schools there were 42, in the Primary Departments 34, and in the Primary Schools 22.

The results of the examinations in regard to the general management of the schools are shown in the following table:

GENERAL MANAGEMENT.

SCHOOLS.	Excellent.	Good.	Fair.	Indifferent	Bad.	Total.
Male Gram. Sc'ls.	33	9	6	1		49
Female " "	38	4	2			44
Primary Dep'ts..	42	13	1			56
Primary Schools.	24	11	2			37
Colored "		6	3			9
Total.....	137	43	14	1		195

The results here indicated are not quite as good as those reported last year, for the reason chiefly that, as then stated, the work of visitation and supervision was, during the greater part of that year, so distributed among the Assistant Superintendents, by the regulations of the Board of Public Instruction, that it was almost impossible to ascertain definitely the general man-

agement of the schools examined. The changes in the By-Laws effected by your Board have rectified this; and consequently the returns of the Assistant Superintendents have been more explicit and discriminative in this respect. I invite attention to the remarks of Assistant Superintendent Harrison, on this subject, in his report, hereto annexed.

The following tables show, in percentage, the comparative proficiency of each class of schools, during this and the preceding year, in discipline, and in the important branches of reading, spelling, arithmetic, and penmanship :

TABLE OF COMPARATIVE PROFICIENCY IN 1873.

[*E* means Excellent; *G*, Good; *F*, Fair; *I*, Indifferent.]

SCHOOLS.	DISCIPLINE.				READING.				SPELLING.				WRITING.				ARITHMETIC.			
	E	G	F	I	E	G	F	I	E	G	F	I	E	G	F	I	E	G	F	I
Male Grammar.....	60	31	9	..	21	63	14	2	39	40	19	2	36	51	12	1	22	50	23	5
Female "	90	10	..	..	51	46	3	..	56	37	7	..	56	40	4	..	27	55	16	2
Primary.....	66	28	6	..	42	49	8	1	47	41	11	1	36	55	9	..	48	39	11	2
Colored.....	13	62	22	3	3	76	14	7	9	57	32	2	14	66	20	..	18	44	24	14
Total	68	26	6	..	39	51	9	1	46	40	13	1	40	50	9	1	37	45	15	3

TABLE OF COMPARATIVE PROFICIENCY IN 1872.

[E means Excellent; G, Good; F, Fair; I, Indifferent.]

SCHOOLS.	DISCIPLINE.				READING.				SPELLING.				WRITING.				ARITHMETIC.			
	E	G	F	I	E	G	F	I	E	G	F	I	E	G	F	I	E	G	F	I
Male Grammar.....	77	20	3	..	32	55	11	2	33	45	19	3	47	43	9	1	30	50	14	6
Female "	94	6	..	..	45	52	3	..	52	39	9	..	64	32	4	..	34	55	11	..
Primary	63	32	5	..	35	54	10	1	56	29	14	1	35	56	9	..	52	35	11	..
Colored	47	23	24	6	23	46	31	..	41	35	24	..	43	43	14	..	16	41	30	13
Total.....	73	23	3	1	37	53	9	1	48	36	14	2	46	46	7	1	43	43	11	3

A comparison of these tables shows, in the aggregate results, a slight improvement in reading and spelling, but in other respects an inferiority to the results reported last year. The following exhibits the average by percentage in each of the studies included in the foregoing tables, as well as in discipline for the last four years:

Year.	Discipline Per cent.	Reading Per cent.	Spelling. Per cent.	Writing Per cent.	Arithmetic Per cent.
1870.....	89½	81½	76	83	76½
1871.....	89	79½	79½	83½	79½
1872.....	92	81½	82½	84½	81½
1873.....	90½	82	83	82	79

The above shows the *general result* of the examinations, and is based upon a careful compilation of the examination returns of nearly two thousand classes. The following synopsis shows, *in percentage*, the standing in 1872 and 1873, as ascertained by the examinations of each class of schools, in each particular comprehended in the above tables:

Schools.	Discipline.		Reading.		Spelling.		Writing.		Arithmetic	
	1873	1872	1873	1872	1873	1872	1873	1872	1873	1872
Male Grammar.....	87	91	76	79	79	77	81	84	72	76
Female Grammar.....	97	98	87	85	87	86	88	90	77	81
Primary Depts. & Schools.....	90	89	83	80	83	85	82	81	83	84
Colored Schools.....	71	78	69	73	69	80	74	82	66	65

DISCIPLINE.

The above synopsis shows a considerable falling off in respect to discipline in the Male Grammar Schools. While last year the number of classes reported as deficient in this respect was only *three* per cent. of the whole examined, this year it is *nine* per cent. Still, as a general thing, excellent *order* is maintained in the schools, though evidently only by means of a great expenditure of time and labor on the part of both principals and class teachers. In this connection I commend to a careful consideration the remarks of Assistant Superintendent Harrison, in his report hereto annexed.

The whole number of pupils reported to me as suspended from the schools for various kinds of misconduct, during the past year, is *seventy-nine*—from Male Grammar Schools, 47, and from Primary Departments and Schools, 32. The latter includes one girl, suspended from one of the Primary Departments. The following are the reported causes of these suspensions: Twenty-two for *disobedience*, forty for *disorderly conduct*, eight for

truancy, three for *stealing*, four for *indecent conduct*, and two for *striking their teacher*. Thirteen of these suspended pupils have been readmitted on certificates granted by the undersigned.

The number above reported does not, however, include all the pupils suspended from particular schools during the year, but only those suspended from all the schools by an application of the special By-Law of the Board in regard to this matter. Principals frequently suspend from their particular schools pupils who are persistently guilty of misconduct, and recommend their parents to send them to neighboring schools. This looks very much like an evasion of the By-Law, but doubtless emanates from the desire to save the pupil, if possible, from what amounts to a virtual deprivation of all the privileges and benefits of the schools.

In my last annual report, I stated that the By-Law in regard to suspensions had not been found adequate to prevent the frequent occurrence of the most heinous offenses in the schools on the part of vicious boys—such as insulting and outrageous language to teachers, violent and injurious assaults upon their fellow-pupils, the wanton destruction of school property, and gross disobedience and constant disregard of the rules of the school. The careful and thorough investigation of this matter by a Committee of the Board, having resulted not simply in fully proving the accuracy of this statement, but in showing that the evil is of far greater magnitude than was represented in the Report, there is no need of any farther statement of facts by me. The state of the case must be apparent to all—there is a large class of boys whom our schools do not and cannot restrain, and whom, therefore, they cannot benefit, but must send adrift, to find their way inevitably to the reformatories and prisons, after

having committed those injuries to the community which our school system was designed to prevent.

But it must be borne in mind that these boys cannot be thus expelled from our schools until they have proved themselves *incorrigible*. How much injury must they have committed in the school, by their lawlessness and their bad example, how much time of the other pupils must they have wasted, and how much of the physical strength and nervous energy of the teachers must they have consumed, before they have reached that maturity of misconduct to entitle the principal to regard them as *incorrigible*! At last, however, this consummation is reached, and the parents are notified that their child has been expelled from the school, because he cannot be restrained. When they consult the law, they find that the parents, guardians, and others having the care or custody of children, shall be entitled to send them to any of the schools; but they are told that this privilege is only applicable to such children as, by the mildness of their character, are amenable to kind and gentle influences, and that a headstrong, turbulent, or obstinate boy has no right to claim the privileges of education, although education implies training and discipline as well as instruction. It is fair to presume that many of the great characters of history remarkable for their firmness, persistence of purpose, and iron will, would have been candidates for expulsion had they in early age attended schools in which there was so great a deficiency in the means of control.

There is no doubt that thousands of children are roaming the streets, deprived of the benefits of school training, and growing up in ignorance and vice; and the expediency of requiring the attendance of all such children at the public schools by a com-

pulsory law has been earnestly advocated. The principle on which our school system is based is, that it is the duty of government to protect society from the evils of ignorance and its inseparable concomitant, crime. Educated citizens are a blessing to the community, and every uneducated citizen a curse. If this principle is correct, the question has been properly asked, What right have the official custodians of public education to deprive any children of its benefits, unless those children have become amenable to treatment in a reformatory school? What legal expulsion from a public school can there be of a child for disobedience, for instance, when disobedience is the law of a child's nature? It is true that some children are very readily controlled, but it is also true that some of the most promising children are so self-willed as to be almost incapable of instruction and discipline. It is also true that in some families there is very efficient discipline, and that the children of such families can be easily governed in school by influences brought to bear upon them at home; but there is a very large class of pupils who are under very little restraint at home. There are pupils, the sons of widowed mothers, who cannot be restrained at all at home; and when these are turned from the school they are lost indeed. To these children the city owes an education, and in order to be able to bestow it, it is bound by every obligation of right and duty to govern them, and if its chosen officers expel them they evade a most solemn responsibility.

In my last Annual Report I recommended that, as "moral suasion" had failed to restrain a large class of the pupils, the right to inflict corporal punishment should be restored to the principals. In the opinion upon which this recommendation was based, I have been greatly strengthened by the conclusion at

which the Investigating Committee, before referred to, arrived, and which prompted them to report unanimously in favor of such restoration, as well as by the fact, that after a full discussion in open Board, so large a number of its members were also in favor of the restoration. As, however, the report of the Committee has not been adopted, the question what shall be done with persistently disobedient and disorderly pupils is still an open one; and I commend it to the earnest consideration of the Board during the ensuing year.

COURSE OF INSTRUCTION.

No changes having been made in the Course of Instruction during the year or in any of the regulations pertaining to it, the observations and recommendations submitted in my report for 1872 are still applicable at the present time; and to them I desire again to call the attention of the Board, especially as the large number of questions which have arisen for determination, since its organization last spring, have left it very little time or opportunity for a consideration of those views and suggestions. The reports of the Assistant Superintendents herewith submitted show still more clearly, in my judgment, the necessity of diminishing the studies prescribed for the first grammar school grade. There are probably no branches required to be taught in that grade which some pupils who attend the schools do not need to pursue; but there are some branches which many pupils would doubtless gladly forego for the privilege of giving more attention to others which are indispensably requisite to them as a preparation for the pursuits or occupations in which it is designed they should engage. The Course of Instruction in Common Schools, it appears to me, should recognize the need of this

preparation, and as far as possible, be adapted to it. This might be done, but with very considerable inconvenience and disadvantage, by making some of the subjects of the first grade discretionary, and leaving their use or omission optional with the pupils of every school. It would, however, be far better to adopt the plan briefly sketched in my last Annual Report: that is, prescribing a perfectly uniform course for all schools up to a certain grade of attainment from which a divergence should occur, so that different schools might teach as specialities different departments of study, each adapted to some special pursuit. Every year, parents are compelled to withdraw their sons from the higher grades of our Grammar Schools, and send them, at great expense, to schools in which, by careful instruction in a few important commercial branches, they may be prepared for business. This would not be the case if certain of our schools were made in their higher grades "Commercial Schools," in which the pupils would be insured the best possible training and instruction in everything required for business pursuits, and the same is true in regard to other occupations. At the present time a preparation for the colleges is all that is attended to, while hundreds never design to enter either of those institutions.

In this connection, I again call the attention of the Board to the need of modifying and abridging the Course of Instruction in some of the Primary Schools and Departments, so that pupils may be enabled, by giving their exclusive attention to the most essential branches, to pass more rapidly into the Grammar Schools, and thus acquire a more complete knowledge of reading, writing, and arithmetic, before being compelled to discontinue their school attendance. To thousands of children who now

never enter the Grammar Schools such an arrangement would be a boon of inestimable value.

For information in detail in regard to the character of the instruction given in the schools during the year, in the various branches of study prescribed, I respectfully refer the Board to the Reports of the Assistant Superintendents, hereto annexed.

GERMAN AND FRENCH.

The improvement made in German instruction during the year has not been satisfactory. The cause of this is the failure to comply entirely with the provisions of the By-Laws in relation to this matter. The old system of employing special teachers to attend two or three hours each week, and give a few scattered lessons to the first and second classes of the school, has been continued, and still exists, in at least sixteen of the Grammar Schools, notwithstanding the fact that, when the new system was established, it was specially provided that “the services of *all special teachers* of German not employed under this By-Law (the new system) shall be dispensed with.” Had this been carried out, the German instruction in our schools would have presented, at this time, a very different degree of progress than it now exhibits. Moreover, there are but few schools in which the prescribed system of teaching German is fully carried out in other respects. The course of instruction has not been carefully followed; promotions have been made without regard to the proficiency made in this branch; and in some cases, too little time has been given to it to enable the teacher to accomplish the desired object.

There are at present only twenty schools in which the attempt

has been made to introduce this branch as a part of the regular Course of Study; in all the others, there is either no instruction in German at all, or none that is of any real value. The difficulties arising from this irregular condition of things are explained in Assistant Superintendent McMULLIN's report, to which I invite the attention of the Board.

I believe that this branch of instruction, by fully carrying out the system prescribed in the regulations of the Board, can be made effective; and I also believe that while it will prove one of the most useful departments of study prescribed, it can be pursued without impairing the effectiveness of other branches of instruction. The time spent in this study in the lower grades will be saved when the pupils are advanced to those grades in which they have to give their attention to the theory of their own language. Rules and principles, which ordinarily are almost unintelligible to the young pupil, when presented in their applications to the English language, will be at once understood after an acquaintance has been made, to some extent, with the peculiarities of such a language as the German; and, besides this, the pupils, in learning the forms and significations of German words, must be almost invariably learning the true derivation and meaning of those of their own language, and must thus be greatly aided in acquiring a full, and what is of the highest value, an accurate vocabulary of English words. These results have been uniformly attained in our schools when the system as laid down has been steadily and judiciously applied. I trust that, during the coming year, it may be possible thoroughly to enforce the regulations of the Board in regard to this matter, and that this branch of instruction will not be permitted to be

pursued, in any case, except as a regular branch of instruction, with all the facilities and incentives applicable to others of the course.

The teaching of the French language is confined to the two higher grades of the Grammar School, and the time devoted to it varies from one to three hours a week. In some of the Female Grammar Schools the pupils are required to pursue both the German and French languages, and, of course, no satisfactory progress is made in either. The examinations have not resulted in showing that any considerable proficiency has been made in French, and I believe that it would be better to make the study of *one* foreign language obligatory in all the schools, regulate carefully the amount of time that should be given to it, and leave the study of others for the N. Y. College or the Normal College exclusively. Many good reasons may be assigned for selecting the German language in preference to all others for instruction in our Common Schools; and, in order to make that instruction thoroughly effective and beneficial, and to avoid the requirement of excessive study from the pupils, the study of French in our schools, perhaps with very few exceptions, should be wholly abandoned.

MUSICAL INSTRUCTION.

Much disparity exists both in the system pursued and the progress made in musical instruction in the Grammar and Primary Schools. The teaching of musical notation having been for some years merely optional, it had become the fixed practice in most of the schools, previous to the issuing of the Teachers' Manual by the Board, to confine the musical ex-

ercises to rote singing. The positive requirement in the Manual of a certain amount of attainment in musical reading has had the effect to stimulate the special teachers, as well as the principals, to efforts to accomplish what has been prescribed ; and the result has been to effect a very considerable reform in this department of instruction. Where the principals, however, fail to co-operate with the special teachers in this work, very little progress has been made. In many of the schools, what is prescribed in the Manual has been very thoroughly accomplished ; in some, indeed, it has been exceeded.

The Report of the Committee on Course of Studies, etc., of the late Board of Public Instruction, presented in March last, contained the outline of a plan of musical instruction for our schools, which I think to be entirely practicable, and which, if faithfully carried out, could not fail to effect very great improvement in this branch of study. It contemplated that the schools should be instructed in music by grades and classes, as in other subjects ; also, that in this instruction the regular class teachers should give such aid as might be necessary and practicable, under the direction and supervision of the principals and special musical instructors ; and that the entire work should be regularly and carefully supervised and examined by a competent person appointed by the Board for that purpose.

The main features of that plan have been applied in some of the schools during the year, with the most successful results, particularly in some of the schools of the Sixth and Twentieth Wards, and have been thus proved to be practicable.

Were the results of this department of instruction as carefully and thoroughly supervised as others, I have no doubt that, with

the present means at command, they would prove as generally satisfactory ; and I therefore commend to the consideration of the Board the proposition submitted in the Report, to which I have above referred, to appoint an additional Assistant Superintendent for such supervision. The services of such an officer would, in a short time, render the employment of many of the special instructors in music unnecessary, and would thus prove a saving of expense to the system.

EFFICIENCY OF THE TEACHERS.

There are at present employed in the several schools 2,860 teachers, of whom 374 are males, and 2,486 females.. The following table exhibits the number of teachers employed in each class of schools, with the average number of pupils under the charge of each assistant teacher. This statement is based upon returns made for the year ending at this date :

SCHOOLS.	Number of Teachers.	Average Attendance.	Pupils per Teacher, Exclusive of Principals.
Male Grammar.....	539	17,257	35
Female Grammar.....	500	15,565	34
Primary Departments.....	848	39,812	50
Primary Schools.....	390	16,583	43
Colored Schools.....	42	813	24
Evening Schools.....	358	9,160	28
Corporate Schools.....	183	8,780	52
Total.....	2,860	107,970	41

The whole number of days lost by the absence of teachers

during the past year is 16,653; last year it was 18,300. There has thus been an improvement in this respect of 1,647 days. This diminution of absence has, however, occurred since the organization of your Board and the local Boards of Trustees, appointed in pursuance of the law passed March last.

GRADE OF SCHOLARSHIP OF THE SCHOOLS.

The following table exhibits the number of pupils on register in each of the grades of the Grammar School and Primary School Courses of Instruction on the 31st day of December :

NUMBER OF PUPILS IN EACH GRADE.

SCHOOLS.	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	Total.
Male Grammar.....	753	1,290	1,808	2,096	2,057	2,555	3,658	3,851	18,068
Female Grammar.....	655	918	1,494	1,830	1,884	2,492	3,457	4,657	17,388
Primary Departments and Schools.....	7,572	8,749	9,836	11,399	11,224	16,871	.....	.....	65,651
Colored Grammar.....	14	25	18	36	21	64	54	82	314
Colored Primary.....	118	62	87	155	121	226	.....	.....	769

PERCENTAGE OF PUPILS IN EACH GRADE.

SCHOOLS.	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	Av'r'ge Grade.
Male Grammar.....	4.1	7.1	10.0	11.6	11.3	14.1	20.2	21.3	5.48
Female Grammar.....	3.7	5.2	8.5	10.5	10.8	14.3	19.8	26.7	5.74
Primary Departments and Schools.....	11.5	13.3	14.9	17.3	17.0	25.6	.....	.....	3.58
Colored Grammar.....	4.4	7.9	5.7	11.4	6.6	20.3	17.1	26.1	5.96
Colored Primary.....	15.3	8.0	11.3	20.1	15.7	29.3	.....	.....	4.00

EVENING SCHOOLS.

The examinations held in the Evening Schools which were in session at the date of my last Annual Report showed the following result :

Of 247 classes examined, the instruction in 110 was found to have been *excellent* ; in 109 *good* ; in 24 *fair* ; in 1 *indifferent* ; and in 3 *bad*. At the examinations of 1871-2, in these schools, of 213 classes examined, 68 were found to be *excellent* ; 120 *good* ; 21 *fair* ; and 4 *indifferent*. On the whole, therefore, the schools examined this year presented considerably better results than those of the previous year.

The whole number of pupils enrolled during any part of the term was 12,153 males and 5,574 females ; the average attendance for the term was 4,970 males and 3,436 females ; while the largest average attendance for any single week was 7,846 males and 3,947 females. This is exclusive of the Evening High School and the Colored Schools. The average attendance in the latter was 130 ; the whole number enrolled 421 ; and the largest weekly average 197.

The schools now in session were opened in October last, and have thus far been well attended. As much more care was taken this year than last in the appointment of the teachers, it is reasonable to expect that the examinations which will be held early in the ensuing year will be attended by better results than those of the previous year.

Herewith I submit the reports of the Assistant Superintendents in regard to the various departments of instruction which

have come under their supervision during the year, and I commend their suggestions to the consideration of the Board.

In compliance with the requirements of law, I also submit a list of the names of all teachers licensed during the year.

Respectfully submitted,

HENRY KIDDLE,

City Superintendent.

REPORT OF ASSISTANT SUPERINTENDENT
THOMAS F. HARRISON.

HENRY KIDDLE, Esq., *City Superintendent* :

SIR: I hereby respectfully submit the usual retrospect of the principal points in the work of the closing year, together with a few remarks naturally suggested by the results of my inquiries. The special results of the examinations in each Grammar School department and class having been already presented in detail, this communication will be an attempt to generalize and epitomize them.

OBJECTS OF THE EXAMINATIONS.

In accordance with your directions, these examinations have had as their chief purpose the following objects :

First : Under the head of "General Management," or the executive ability of the Principal to determine, as far as possible, the condition of each department as a whole as to its "order and discipline ;" its "classification," which involves the character, standard, and rapidity of promotions, and their conformity to the prescribed grades ; the "system pursued," involving the methods of instruction directed or permitted, whether judicious and systematized throughout the department, and the obvious work of

a clear head, an organizing mind, and a vigorous will ; the general sanitary condition and regulations, and the condition of the school records ; and,

Second: Under the heads of " Character of Instruction " and " Class Discipline," to determine the general efficiency of the teachers of the individual classes as to their power to govern, their aptness to teach, their conformity to the Teachers' Manual of Discipline and Instruction, and, in a few instances, their actual and practical knowledge of the subjects prescribed.

The increase in the corps of Assistant Superintendents, and the revival of the plan of having but one examination a year, have permitted a much greater minuteness of inquiry than was heretofore possible, and which had become absolutely necessary to insure a further advance in the efficiency of our school system. Yet, for obvious reasons, this minuteness of inquiry, however important and necessary, the systematic method in which it is conducted, as evinced by the preceding outlines of its purposes and details, together with the multiplicity and importance of the personal interests involved in the reports rendered, have made the task of the examiner one of steadily increasing complexity and delicacy. In the case of the principals, this has been further complicated by at least two important considerations—how to make due allowance, *first*, for the injurious effects of weak and inefficient class-teachers, appointed, promoted or transferred without or against the principal's advice or consent ; and, *second*, in the male departments, for that steadily growing and now formidable difficulty, as new to our system as the regulation out of which it has so obviously grown—the absorption of by far the larger share of the principal's time, tact, vigilance and energies,

not in superintending the minutiae of the instruction, but in ever devising new expedients to maintain the good order of his school. In the case of the class-teachers it has been necessary to consider how far the results have been affected by the efficiency or inefficiency of the teachers from whose classes the promotions were made; whether these promotions were up to grade, whether, if not up to grade, the Principal had ordered an immediate entry upon the studies of the advanced grade; whether the pupils were old enough to enter profitably upon these studies; and whether the class teacher has had the benefit of frequent visits by the principal to the class-room, and of that advice and direction as to minutiae which are to be expected from his responsible position, more general view, and longer experience.

In these inquiries, with but rare exceptions, I have received the cordial assistance and frank statements of the principals, of the great majority of whom it may justly be said, that none others connected with our system of schools are more earnest to co-operate for its improvement.

ORDER AND DISCIPLINE.

In the reports rendered, a distinction has been made between order and discipline. Strictly speaking, these are in many respects synonymous, but as here employed, discipline has been taken as the more important and comprehensive term, and to involve both the system of necessary regulations and the results of the executive ability that enforces them. Its existence is indicated in the evident habits of promptness, attention, obedience to law, in the tidiness of the teacher's desk and of the class-room, in the condition of the pupils' books, and especially of their copy-

books and slates, in their position and habits while engaged in the class exercises or in the necessary movements, in the use of well-considered programmes of the daily work, and in a dozen other things equally important and well known to every experienced teacher.

Order, on the other hand, has been taken chiefly to mean that indispensable negative, the absence of unnecessary noise or motion or inattention during the general exercises of the assembled school or of the class, and if genuine, is *one* of the *results* of discipline, but specially separated from the rest on account of its practical importance. It has not been forgotten however, that while a class may be reasonably or even peculiarly quiet and attentive for the hour or two during which it is under examination, it is possible that this may have resulted part from the presence and manner of the examining officer, and in part from the novelty and recognized importance of the occasion, which in some classes and schools has been frequently alluded to by anticipation as a motive for study. For this, among other reasons, while order and discipline have been separately reported under the head of the "general management" of the department, only the more comprehensive term discipline has been employed in the class reports.

It is evident from the preceding analysis that, if the faults therein directly or indirectly referred to are nearly or quite general throughout a department, the responsibility lies with the principal; but, if characterizing only one or two classes, it is with the teachers of these classes, unless these have not received from the principal equal support with their fellow-teachers.

I have dwelt thus at length upon this subject because of its intrinsic importance, and because more than ever before in the history of these schools as I have personally known them during the thirty-five years which have elapsed since I first became a teacher in them, it has come to the front, so far as relates to the male departments at least, as one of the chief matters demanding careful consideration.

I regret to state, as the result of repeated surveys of the whole field during the last nine years, that, since the abolition of all forms of corporal punishment, the discipline of a large number of our male schools has sensibly deteriorated, although order is in great part still preserved ; that the impetus which long and steady progress has given to this in common with other portions of the system, is in some important respects disappearing ; that in consequence of the absorption of an unprecedentedly large part of their time and energy in simply maintaining order, hundreds of our experienced teachers, whose skill as principals or as class-teachers has been again and again demonstrated, are no longer able, even with their yet fuller experience, to secure results equal in quality and quantity to those of past years ; that that vital element of every true educational system, the discipline of the will, by means of reasonable and effective restraint, is in many instances disappearing, or is virtually resolving itself into an appeal of the teacher, who is in the right, to the forbearance of the pupil, who is in the wrong ; that the effects of this new and unwholesome strain upon the teachers' nervous systems are frequently as visible in their harrassed appearance as in the changed character of the results of their labors ; that the principals and teachers have found themselves driven into questionable

expedients, one of the most natural, common, and yet most injurious of which is the confession of the want of the requisite power to control, in the appeal to direct parental interference with school government; that this appeal, now so frequently made, is so vexatious to many of the parents thus appealed to, that the pupil is at last either sent to some parochial school from which no such appeal is likely to come, or, as is more usually the case, receives at home, and in at least equal measure, that corporal punishment which, for his sake, has been abolished in school. The old axiom, "*Qui facit per alium, facit per se*," can scarcely have a more pertinent application.

Whatever the evils which the present by-law upon this subject may have sought to remedy, they are far exceeded, in my judgment, both in character and numbers, by those that have followed its establishment. So far from abolishing corporal punishment for offenses in school, it is obvious that it has simply transferred it, in part at least, and often with enhanced severity, to other and frequently less judicious agents, while, on the other hand, thousands of that large, dangerous, and sadly-increasing element of our social system, boys who are under no restraint at home, and who are most of all profited by it in school, are thus systematically trained to confidence in the victory of their own vicious wilfulness over wholesome law and manifest right.

I leave to you, as your own proper function, the suggestion of the remedy or remedies. I have not sought to argue, but simply to present the facts as they have forced themselves upon my attention, and, under a strong sense of duty to the schools and to the community, to comply with your direction to report upon the order and discipline. It only remains briefly to add

that in the female departments these matters continue in their long-established excellent condition.

CLASSIFICATION.

The classification of the pupils, both in the male and in the female grammar departments, is for the most part unexceptionable. Yet I regret to be obliged to qualify this by adding that in quite a number of the schools, and more especially in some of the female departments, the practice of forcing the pupils forward with undue rapidity over the work of the first and second grades, and which I reported to you last year, still continues, though generally in a modified form. The recent by-law, requiring that admission to the Normal College shall be by examination in *all* of the studies of the first grammar-school grade, will do much to remedy the evil, by rendering the dropping of the suitable studies, and the forcing forward of new ones by this cramming process impossible. It is quite as necessary that a similar arrangement should in some way be effected with the College of the City of New York. But much more than this needs to be done, and to be done promptly. Of all the remedies proposed, that of designating a limited number of departments to fit pupils for the colleges, as suggested by yourself last year, seems to me the best and most thorough. Failing in this, or even taken with it, I am decidedly of the opinion that, in view of the comparative immaturity of most of the pupils in the first and second grades, both as to age and to mental development, the course of study itself shall be simplified in these grades, by throwing out as undesirable, in the female schools at least, all of the geometry and all of the algebra excepting those elements usually entering into simple equations and outlined in the Manual.

Not because undesirable, but in order to gain still more of the time imperatively needed, Bookkeeping and the Constitution of the United States should also be stricken, however reluctantly, from the requirements. The study of English Grammar is already reduced to its narrowest profitable limits, and as now pursued in most schools under the directions of the Manual, receives from the pupils perhaps more general recognition for its practical importance than any other element in the course.

Only in a few, perhaps in all not more than half a dozen of the female departments, can the study of geometry, and of the dry formulas of algebra, be made to furnish proper intellectual discipline ; and even in those few, the time would be far more wisely spent, whether as preparatory to entering the college or not, in obtaining a better mastery of English, a better knowledge of history, in the developement of a taste for the literary treasures of a good reading book, and in acquiring a more rapid handwriting and a greater expertness in the essentials of arithmetic. I have sometimes been pained to find children of fourteen or thirteen years struggling with the difficulties of abstract geometrical reasoning, and unmistakably evincing, by the method of recitation, that not the reasoning but the perceptive and automatic faculties had been chiefly exercised ; and that, although they had in a certain sense proved the proposition, yet it was almost purely by dint of that wonderful power possessed by the young, the arbitrary memory of words, which can only be unduly exercised at the expense of the higher faculties of the mind. Occasional instances of precocious mental development are even more painful. When at some future day, and as the recognized basis of their art, all teachers shall possess, at least in outline, some

systematic knowledge of the philosophy of the developing mind, and some practical ideas as to its relations to cerebral growth, such errors will have become impossible.

Another error in the classification sometimes arises from an attempt, usually a successful one, to avoid the evil previously pointed out. It is far less detrimental, but is sufficiently unwise to require correction. It is seen in those departments in which the teachers of the lowest grades, usually of the least experience, have large and crowded classes, while their better paid and more experienced associates at the other end of the line have very small ones. In such cases I have advised the consolidation of the two small upper classes under the best paid and most experienced teacher; not as one grade, but as one class in two distinct divisions. In quite a number of schools I found this arrangement already existing, to the manifest benefit of the department as a whole. A simplification of the course for the upper grades would render the management of such classes less laborious; but the assignment of the preparation for the colleges to a few special schools would at once and thoroughly remove the evil.

As it will be seen that the various and serious errors in classification which have been thus specified have their origin and continuance chiefly in the want of a proper adjustment of the work of the colleges and that of the Grammar Schools, and are alike injurious to both, the proper remedy ought readily to be established.

SANITARY CONDITION.

The sanitary condition of the schools can never be in all respects what it is desirable that it should be, until at least two-

things are done, which at present seem practically unattainable. The first of these is to build a sufficient number of school-houses to make overcrowding unnecessary, and the second is to furnish to every school building some system of ventilation which is not expected to work without an adequate motive power. Ventilation is seldom a troublesome matter until the winter season, when, as must be acknowledged, it frequently becomes a formidable difficulty. Notwithstanding the ventilating flues with which many if not most of the school buildings are supplied, the chief reliance is always upon the windows. The use of these is seldom reduced to a system. They are very frequently so used as to bring in a current of the cold outer air directly upon the heads of the pupils. Many years ago our more simple school buildings were quite fairly ventilated by the windows, the inward and outward currents being unmistakably shown to the eye by indicators, which were simply narrow bands of thin muslin fastened by one of the long edges to the top of the window frame, inside of the room. Upon pulling down the sash a few inches, if the current swung the indicator outward, the room would be properly ventilated; if it swung inward, that sash must be closed and a window on the opposite side opened, or, in default of that, the door. So long as we must ventilate by the windows, some modification of this now abandoned system would be desirable, even if not always and in every room successful. Another important regulation which has fallen into partial disuse, was that at every intermission all the doors and windows of the house were set wide open for ten minutes, except in stormy weather. So far as I can learn, there are very few schools where this wholesome practice is continued. Any one who has entered a male evening school

which, as is too frequently the case, has not had the benefit of such a thorough ventilation at the close of the day session, will readily imagine the benefit of such a regulation. I believe that this plan has fallen into disuse chiefly because the janitors affirm that it takes too much time and fuel to warm the rooms again.

In many of the schools pupils and teachers suffer from breathing an impalpable dust which in great part is due to the fact that many of the janitors dislike to open wide the windows when they sweep, and the dust, brought in and ground fine by the many feet, is allowed to settle back upon the floors and furniture. In some schools, where the rooms are used at night for a male evening school, the floor is frequently defiled by tobacco juice, sometimes to a most disgusting extent, and adding greatly to its unwholesome condition during the daytime. All these matters should be reduced to a system of regulations, and those regulations rigidly enforced. Thorough ventilation at the recesses, even if it does require a little more fuel and a little more work of the janitor, should be insisted upon. It would be far better that the children and teachers should sit a little while in a somewhat cool room, and even with hats and shawls on if necessary, rather than breathe an atmosphere contaminated with carbonic acid and dust, and disgusting organic impurities. It would be a matter of no difficulty for all the principals to do as some already do—to delegate to an intelligent and faithful subordinate the duty of systematically attending to at least this matter of the ventilation. As to the dust, it would not be expensive to supply every janitor at stated times with a proper amount of sawdust, so much per square rod of floor, to be kept

securely in a proper bin, and used wet upon the floor when he sweeps.

In other respects the general sanitary condition of the schools is satisfactory. The water-closets, in every school visited since September, with perhaps one or two partial exceptions, are kept in as good order as can reasonably be expected. The chief difficulties in this respect are usually with the boys of the primary departments.

DEPARTMENTS OF STUDY.

Under this head I shall treat briefly of most of the subjects pursued by the advanced classes, leaving the report on the penmanship, drawing and German, to those of my associates that have made these branches special matters of investigation.

LANGUAGE.

Reading.—Quite a number of our departments—those which have long been distinguished for the excellence of their reading—still maintain their high character in this important respect. In many others, in the advanced grades at least, the reading is not as well taught as it once was. This is evidently the result, in part, of that pressure upon the time hereinbefore alluded to as induced by a supposed necessity for hurrying through the upper grades, some of these classes having brief reading lessons only once or twice a week. Partly from the same cause, there is also as yet, in some if not in most schools, a sad neglect of that important requirement of the Teachers' Manual which calls for special exercises in vocal training, in the clear articulation and pro-

nunciation of difficult words, and in those other matters which constitute the chief discipline in utterance. In this connection it is proper to remark that, in consequence of the large and increasing foreign element in our city schools, this matter of careful and thorough discipline in reading is assuming a far greater importance than ever before. As illustrating this point, I may state that in some of the classes recently examined, from fifty to eighty-five per cent. of all the pupils hear nothing but German or barbarous English spoken at home. The effect of this, combined with that of the limited extent of the exercises in reading, upon their ability to state their thoughts in language passable even for children, may well be imagined. As this is one of the vital, perhaps, when taken in connection with the spelling and proper use of judiciously selected words, the *most* vital, part of the curriculum, I have endeavored, as far as circumstances would permit, to insist upon more extensive and careful attention to this important subject. Only through obviously pre-eminent ability in other important matters, should a bad reader, unless physically deficient in the vocal organs, be admitted to either of the colleges. It is also well to consider whether, in view of the indisputable fact which I have here stated, the time given to what must necessarily be an imperfect study of the German or the French language has produced or can be made to produce results of such general and permanent importance as to absorb a large or even any portion of the time now needed more than ever before for a reasonable mastery of the English. Two simple yet thorough tests at once reveal in such schools the fundamental weakness in language. One of these, eminently proper for these advanced grades, is to select some brief, appropriate paragraph from a reading lesson which the pupils are reported to have studied, and to

require them, with the book open before them, to re-state its ideas in their own language ; that is, to paraphrase it. The other, now a part of the Course of Study in a graded form, from the primary classes upward, is to require the pupils to construct a series of phrases or of short sentences, each containing a given common word ; that is, to *use* the word intelligently. The weakness here pointed out is one of the principal hindrances to good scholarship ; for it is evident, that if a large or even considerable number of important words, either in the text book or in the teacher's oral explanation, are misunderstood or but vaguely comprehended, the conceptions formed must partake more or less of the same character.

In concluding my remarks upon this subject, I must not forget to mention that one of the most frequent errors in judgment, as manifested in the selection of text books, is the giving to pupils, in many of these classes, reading books the contents of which are beyond their present profitable study. In some cases, economy is alleged as the motive for the continuance of their use, but such is evidently very false economy, it being better to abandon the use of such books than to allow them to interfere with the proper training of the pupils.

Spelling.—The spelling in these advanced classes shows, upon the whole, commendable improvement. The once troublesome monosyllables seem thoroughly mastered, the chief errors being, as usual, in those longer but important test words, which, though selected in all cases from common words in daily use, continue to make the spelling, as heretofore, one of the weakest points in the line. Upon the principle that, whatever may be the case in reading, the chief practical point in spelling is to memorize the

orthography of such words as the pupil may be expected to use more or less in writing, I have advised against the spelling of such words as *ratiocination*, *cataclysm*, *chirurgical*, *eclogue*, *sciölist*, *metempsychosis*, and the like, which, though valuable words, and occurring at rare intervals in the reading lessons, and there needing explanation, should not consume the time devoted to spelling, or at any rate, not until more common and more generally useful words are pretty thoroughly exhausted. Spelling books in which such words are numerically important, if used at all, should have each lesson carefully revised by the teacher before it is given to the pupils for study. The examination in spelling has usually consisted of about a dozen selected words, a few artificial sentences containing important geographical, personal, or other test words, and the general spelling as exhibited in extempore composition. In most cases, the last test, which is in some respects the best, showed creditable results—the obvious consequence of careful training from the primary up.

Etymology.—In the examinations, I have sought to combine as far as possible, that form of word-analysis and synthesis known as Etymology, with the spelling and use of words as previously stated, and with corresponding limitation as to the selection of appropriate words—a point in which most of the text books on this subject make the practical error of presenting many unusual words, which consume a large part of the time without any real benefit to the pupil. I am glad to report that the condition of this study, as of many others, is perceptibly improved since the publication of the Manual.

Grammar and Composition.—In these important branches the course pursued in the examinations has been nearly the same as

last year. The results are, upon the whole, very encouraging, especially in the important department of the application of the rules of grammar in the correction of errors, and especially in showing in what way the analysis and parsing assist in detecting the errors and in making the corrections. No other element in the course of study appears to awaken so general and permanent an interest.

History.—I have not dwelt so particularly upon this study as in the last year, yet the good results of the course then pursued and of the directions of the Manual of Instruction on this point are plainly manifested. In some few, but happily very few, instances, however, I found that the old and pernicious memoriter system was yet in use, although it is only fair to say also, that, as shown by detailed questioning, the pupils seemed to have been made to understand pretty well the subjects studied, though, of course, within narrow limits. The fact that such had been the method pursued was made manifest when some special topic was given to the pupil, requiring prompt and somewhat extended oral statement. It is worth while to notice, in connection with some preceding statements in this report, that it was alleged by the principals in defense of this plan, that it was rendered necessary by the limited vocabulary of the pupils, and made expedient by the fact that the examination in history required for entering the Normal College being in writing, and the spelling, punctuation and use of capitals being there noted in this exercise, these elements were more readily manageable by such a process than by any other. I give the statement for what it is worth, and scarcely need add that I condemned the process notwithstanding.

MATHEMATICS.

In addition to what has been previously said, I have to report that in those classes in which the geometry is a study suitable to the years and mental development of the pupils, the work has usually been well done, but that in many others it has been hardly possible in all cases to discriminate in the recorded results between deficiencies arising from imperfect preparation or from immaturity, and those arising from unskilful teaching. In many, though by no means a majority of the classes, the algebra has been taught on the simple and rational basis prescribed in the Manual; but in the others, and because of the well-known nature of the requirements for entering the colleges, the old and unprofitable methods by long, and to the pupil, unmeaning formulæ, continue as heretofore. It is very desirable that this matter should be finally and definitely adjusted, for it is obviously impossible that the class teachers can meet these requirements and those of the Manual at the same time. The condition of the arithmetic has improved since last year, the principal defects being a want of reasonable rapidity and an inability to deal promptly with questions of other than a low degree of complexity.

PHYSICAL GEOGRAPHY.

The teaching of this interesting and important branch of instruction has visibly improved since the last series of examinations, and will evidently continue to do so, as the requirements are now more definite than hitherto. The principal fault needing further correction is the insufficient use of the wall maps both by teachers and pupils. I have no doubt, however, that this too

will gradually disappear as our teachers become more and more familiar with the subject itself, and with the best methods of teaching it. In regard to the general subject of geography, I am convinced that the plan of dropping it entirely with the fourth grade is a very injurious one, as has been made plainly apparent in the competitive examinations for cadetships at West Point and Annapolis, held under your direction during the past three or four years. Some well-considered plan for reviewing, orally and in outline, the most important elements of commercial and political geography, with their dependence upon physical geography, should form a part of the course for the three upper grades, and in this form the subject should be made a requisite in the examination for admission into the colleges. In these days of newspapers and of international relations through commerce and its accessories, the steamer, the railway, and the telegraph, no department of scientific knowledge is in more general demand, or more indispensable to every intelligent citizen.

ASTRONOMY.

All that is now required in this study is strictly of the most elementary nature. In many schools it is well taught, the pupils being trained not only to use the globes, the tellurian, and the diagrams of the text book, but quite frequently, and with evident interest and profit, to study directly the simpler and more common phenomena, as daily or nightly presented in the heavens themselves. This is true discipline ; but its degrees and results are far from being uniform. In some schools, the pernicious method of committing to memory condensed statements of the results of scientific results without a corresponding comprehension of them still con-

tinues. There can be no doubt, however, that the plan of holding the teachers strictly responsible for the rationality of the methods pursued will in due time complete the reformation, which is already well begun, and which in many departments has long been established.

ELEMENTARY SCIENCE.

During the year, I have visited and examined nearly every class of the grammar school grades, to ascertain the progress made and more especially the methods pursued, in giving instruction in elementary science. I am gratified to be able to report a decided advance in this important department. The more I have reflected upon its direct and indirect relations to the teaching of other subjects in the course of study, the greater has appeared its relative importance as an educational element. It seems to me that no one who knows the nature and present condition of the teacher's art, can doubt that in the subject of elementary education at least, we are as yet but slowly emerging, and by processes largely tentative, from the irrational empiricism and the traditional methods which have marked the past; and that any complete and harmonious system of definitive pedagogical principles, which shall constitute a true scientific basis of educational schemes and processes capable of meeting the necessities of society, is an attainment which will only be won by many years of well directed and associated labor, and perhaps through the discipline of many an exploded but specious error. Subordinate yet important questions, such as what studies should and what should not enter into a wise system of elementary common school education, how many of them should be

pursued at one time, and what share of the limited time should be allotted to each, how to harmonize the claims of an urgent and potent utilitarianism with those of true scientific mental discipline, and a score of other questions of equal practical importance, will demand and must obtain a more definite solution than they have yet received. Whatever the changes and determinations in these respects, I cannot doubt that the acquisition of a knowledge of the simpler elements of the physical and natural sciences, by means of proper discipline in the *methods* of scientific investigation, will ever remain a leading agent in the education of the young.

As the methods pursued were the principal point to be determined, the teacher was usually requested to conduct the examination. This, with such additional questions as it was found expedient to ask, very readily gave sufficient insight, both into the state of the teacher's own knowledge of the part of the subject pursued and into the methods employed. In a very large number of cases the results were highly creditable, both to their intelligence and their industry. While much, very much, yet remains for them to do in gaining the requisite knowledge, experience, and tact, very decided progress has been made upon a difficult and hitherto untried path, and the spirit shown has generally been very commendable.

Two or three years ago, when first obliged to enter upon this work, the greater part of the teachers found themselves, as some yet do, in an embarrassing position. Many, perhaps a majority, were unprepared by any previous training; even those who possessed some knowledge of the subjects themselves were wanting in clear ideas as to the proper method of communicating it. In

addition to these difficulties, the field was, in a certain sense and to large extent, preoccupied by the remnants of an old and diametrically opposite system of instruction. This system, catechetical in form, and under the name of "The Knowledge of Common Things," chiefly consisted in the recitation of a series of facts of more or less importance, but principally technological. These were first empirically asserted by the teacher, mostly in set phrases and sentences, and, upon the proper questions being given, were repeated verbatim by the class, and generally in concert. Although long abandoned, its method was at first supposed by many teachers, who had not critically considered the matter, to be essentially identical with that called for by the objective system, and this led to its revival in a modified form. Although this error is now almost entirely corrected, yet, even in the past year, upon asking teachers to examine their classes upon the subjects in which they had instructed them, it was not uncommon to detect, in the nature, sequence, and form of the prompt answers, that this pernicious method had not entirely disappeared. The publication of the Manual has done much, and will do yet more, to eradicate the evil ; and, as an effectual supplement, the plan of holding the principal of the department responsible for the "methods pursued," and of reporting them under the head of the "general management," will in each case assign the due share of responsibility to those to whom it properly belongs.

In my regular inquiries as to the various appliances possessed in the way of charts, pictures, specimens, apparatus, etc., I found that very few of the departments had any case or closet in which to keep such as they had collected. It is to be hoped that the various local boards, upon being properly applied to by the principals, will endeavor to supply this important deficiency.

As the by-law directs, the Manual has been my guide throughout these examinations. I have generally found it to be in or on the teacher's desk, though in some instances, the statement that it had been left at home seemed sufficiently to explain certain obvious imperfections in the teaching of the class. Valuable suggestive criticisms, in the way of emendation by modification and correction of portions of the book, have been received from a number of principals and class teachers, and it is sincerely to be hoped that such will continue to be made, until that work shall finally embody the sum of all the experiences of the hundreds of teachers of marked ability who are daily called upon to use it. With some differences of opinion as to a few minor points of detail, the general expression has been one of satisfaction with its plan and contents, and with the fact that requirements so long of necessity onerous, by reason of their indefiniteness, are now presented with such definite limits that every one may know what is really required of him. One of the best results of this distinctness of requirement must necessarily be, that it will readily enable candidates for promotion to the charge of classes of higher grades, or to the general duties of principal, or vice-principal, to make adequate preparation for that examination for the special duties of the advanced position, which the by-law now requires.

The Department of Elementary Science comprehends in the successive grades, the simplest outlines of Zoology, Botany, Mineralogy, Physiology and Hygiene, Natural Philosophy, and Chemistry. These subjects have not been pursued with equal success, certain departments of Zoology and Natural Philosophy being, upon the whole, better taught than any other portions of elementary science. In the order of relative success, Bot-

any, Physiology and Hygiene, Mineralogy, and Chemistry then follow. It is to be regretted that, instead of the title "Elementary Science," which, when taken in connection with these names of its departments, seems somewhat pretentious, we have not some equally brief term, more truly suggestive of the work actually attempted. By methods founded upon established principles of mental science, it is sought not so much to communicate knowledge as to develop and fix those mental powers and habits which are necessary not alone in the acquisition of knowledge, but in all the affairs of life. The knowledge incidentally obtained, however valuable in itself, is not the end but the means. It is not so truly a science as it is a preparation for it.

A brief statement under each head is subjoined :

ZOOLOGY.

Some of the classes in this subject showed a high order of excellence in the methods employed. The intensity of the interest manifested by the pupils of such classes was unmistakable. In some cases interesting and instructive collections had been made, and the menagerie in the Central Park had evidently been a frequent matter of study. In not a few instances, living specimens, brought by the pupils for the purpose, were made the basis of the examinations. In one class a glass-globe with fish, a canary and a parrot, a cat, a rabbit, a frog and a tortoise, a clam and an oyster, besides many objects not living, furnished the teacher abundant means for illustrating the excellent character of the instruction she had given. Prang's chromos and Tenny's charts of animals are the chief means for objective presentation in most of the classes, and the teachers are quite generally learning how to put them to good use.

BOTANY.

In this interesting branch the chief attention has been given to Vegetable Physiology. But little has been attempted in the classification of plants, beyond a separation into exogens and endogens, and by the peculiarities of leaf-veins and seed-leaves. The classification of leaves has, in many departments, furnished a subject of great interest to the children, the process employed being chiefly that so clearly and simply exemplified in Miss Youman's First Book of Botany. From the interest manifested in the subject, I have no doubt that the recent publication of her Second Book, with its accompanying and admirable series of large colored charts, and their adoption by the Board, will do much to broaden and improve the teaching of this important branch. Prang's chromos have here also been found exceedingly serviceable. In the greater number of schools, and especially in the female departments, collections of living plants, sometimes in considerable variety, have furnished the direct means for very efficient lessons. In some of the schools simple and compound microscopes have added greatly to the interest of some portions of these lessons, besides stimulating inquiry into other departments of the minute in nature.

MINERALOGY.

The success in teaching this branch has been very varied. No other subject has presented such extremes in this respect. Teachers who have availed themselves of the instruction given at the Saturday sessions of the Normal College have very generally succeeded in thoroughly interesting both themselves and their classes. In a class of boys taught by one of these teachers who

had entered with great spirit into her work, I found, at a recent examination, not only a well used "Day's Cabinet of Minerals," but a quite extensive and classified collection, gathered by the pupils themselves from within a radius of about twenty miles. A neat class-room case, recently furnished by the school officers, was crowded with other specimens obtained in the same way. The interest felt by the pupils very plainly showed itself in their flashing eyes and earnest manner, as each in his turn told something of the specimen which he held in his hand, or corrected or supplemented some statement made by a class-mate. Yet in many schools this subject is suffered to remain the most dull and unprofitable of all the departments of elementary science. Much of this would be promptly removed by a brief special manual or monograph which should not only present the simpler elements and applications in outline, but at the same time clearly illustrate the method of teaching it by the "objective" process. I believe no such manual has yet been published. Whoever shall do for mineralogy what Miss Youmans has done for botany will confer a lasting obligation upon all who are called upon to teach it to children.

PHYSIOLOGY AND HYGIENE.

With the limited available appliances, the teaching of this subject partakes less of the objective character than any other department of elementary science. Cutter's charts are the chief means relied upon for its presentation. In a few classes, I have listened to profitable and interesting exercises, illustrated by the actual respiratory or circulatory apparatus of some animal, or by a joint fresh from the butcher's. But the chief part of the instruction in this branch is necessarily the direct imparting of

information by the teachers ; and only a thorough knowledge of the subject, abundant means of illustration and great practical tact, can render the "objective method" the predominating element in its presentation.

NATURAL PHILOSOPHY.

A large amount of satisfactory work has been done in this department. It has usually been just in proportion to the power of the teacher to subordinate the text book, or even to do without it. In many schools an abundance of illustrative apparatus has been collected or constructed by the pupils themselves, as suggested in the Manual. The methods employed are of every degree of efficiency. In one class the teacher begins his review by placing in a boy's hand some piece of apparatus ; for instance, a popgun, a small syphon of lead or rubber tube, a piece of looking-glass, or of whalebone or rubber, directing him to perform with it some experiment of his own selection, and then to explain, alone or with the aid of his class-mates, the principles upon which the results of the experiment depend. In another class, and at the other extreme of the pedagogical scale, the teacher proclaims his inefficiency by commencing with the requirement of a dreary series of definitions, supplemented by a description of the results of experiments which the pupils have never seen, much less performed for themselves, and mainly derived from the illustrative statements and diagrams of the text book. I am glad to be able to say that the number of this latter class is rapidly diminishing. I have been greatly interested by the ingenuity and mechanical skill which the construction of the home-made apparatus has frequently elicited. This is a point of much practical moment, but upon which I cannot here enlarge. In

the construction of these means of illustration, the girls have done nearly or quite as well as the boys ; and the best piece of such apparatus that I found in all the schools, was a neatly-made specific gravity balance, the beam of which had once been a pen-holder, the scale pans the covers of little tin boxes, the weights some large shot, and the cords a few threads of waxed silk. It was made by one of the young ladies.

CHEMISTRY.

In regard to the chemistry, I can only briefly report that the demand made upon the time of the teachers and pupils of the first grade, by the necessity of concentrating all of their energies upon the preparation for entering the colleges, has rendered instruction in this branch merely nominal.

In concluding a report already much too long, I cannot forbear stating the two points that seem to me of principal importance in the general results of this instruction in elementary science.

The first is, that the method and the subject furnish better, more natural and more frequent opportunities than any other department of the course of study, for a systematic and persistent *discipline of the judgment* ; for the development and culture of that precious mental quality vaguely named "common sense." In other words, the process should particularly seek *the education of the judgment through the perceptions*. I have had many occasions to notice that mere quickness of perception is frequently coexistent with very weak power of reasonable *inference* ; and that the number of such cases bears a general relation to the faultiness of the teacher's method.

The second and still more important point is one which can be but feebly, if at all exhibited in the progress of an examination. I mean the *cultivation of the emotional nature*. Mere knowledge of scientific facts is but a barren knowledge. It cannot of itself warm or strengthen the heart. Mere sharpness of the perceptions or power of inference may, in some cases, but increase the power to do evil. The beautiful forms of minerals, and the imperishable forces which construct them, and the evidences of design in the structure of plants and of animals, should be made at times, through the reverent earnestness of the teacher, to awaken that delighted wonder and awe at the power, wisdom and goodness of the Creator, which is so natural to the heart of a child. The argument from design, not in any way formally or too frequently brought forward, should be an inseparable element in these lessons. Nor, upon proper occasions, should the teacher omit to ask, "He that planted the ear, shall He not hear? He that formed the eye, shall He not see? He that teacheth man knowledge, shall He not know?" Every department of science—astronomy, geography, physiology, natural history—all give abundant opportunities for *incidental* teaching about an all-wise and benevolent God. The teacher whose heart does not lead him unprompted to do this is shorn of half his power and much of his usefulness. Enthusiasm for science is far from being inconsistent with enthusiasm for humanity and for God.

Respectfully submitted,

THOMAS F. HARRISON.

First Assistant Superintendent for Grammar Schools.

NEW YORK, December 30, 1873.

REPORT OF ASSISTANT SUPERINTENDENT
N. A. CALKINS.

TO HENRY KIDDLE, ESQ., *City Superintendent* :

In accordance with the By-Laws of the Board of Education, and in compliance with your request, I herewith submit my eleventh annual report, embracing the special topics which you assigned for my consideration.

Believing that the efficiency of the teacher's work and the thoroughness of the educational discipline received by the pupils depend largely upon the provisions made for the proper accommodation of the children, the size of the class, and a supply of the necessary facilities for instruction, allow me first to invite your careful attention to the subject which I deem first in importance for the consideration of the Board of Education—that of the

INSUFFICIENT ACCOMMODATION FOR THE PRIMARY CLASSES.

Statistics of the schools for the entire city, taken as a whole, make it appear that there are ample accommodations for all the pupils now belonging to them, and for even more than that number. But when the several schools are examined individually as to the number and capacity of the class-rooms, and the number of children in attendance, it is found that the class-room

accommodations for the primary pupils are much too limited, in at least one-half of the schools, for the needs of the children *now* attending them. Besides, in many of these schools hundreds of children are refused admission each year, because there is no room in the already overcrowded classes.

The two or three schools situated along the Tenth avenue, in the Twelfth Ward, having each a few vacant class-rooms cannot supply the wants of children residing along the Third avenue, in the same Ward. Vacant class-rooms exist in the Fourth and Seventh Wards, but these are not available to the children residing in the Ninth and Nineteenth Wards.

The discrepancy between the *appearance* that there are ample school accommodations and the *real lack of sufficient room* for the children that crowd a majority of our primary class-rooms far beyond their proper sanitary capacity, and the possibility of thorough instruction, may be found in the fact that the vacant rooms and the young children that overcrowd the schools are too widely separated to be brought together. Hence the need of more room in the localities of the overcrowded schools is just as real and urgent as if every other school in the city was also overcrowded. In corroboration of this statement the following facts are presented :

Excluding the schools situated above Sixtieth street, on the west side of the city, there can be found only four or five Primary Departments and seventeen or eighteen Primary Schools in which there are more class-rooms than classes. Most of these vacant class-rooms are in the Fourth, Fifth, Sixth, Seventh and Fourteenth Wards ; and in schools situated between East Eleventh and Twentieth streets, in the neighborhood of Avenue

A, and one in West Thirty-seventh street, near Tenth avenue ; while the greatest overcrowding in schools is found in portions of the Tenth, Twelfth, Thirteenth, Fifteenth, Sixteenth, Seventeenth, Nineteenth, Twentieth, and Twenty-second Wards. It may be seen, therefore, that the excess of room in one locality cannot furnish relief to overcrowded schools in other parts of the city. The existence of these vacant class-rooms is chiefly due to the fact that they are situated where the present population in their vicinity does not require them.

SEVERAL CLASSES TAUGHT IN ONE ROOM.—While, as has already been stated, there are some twenty-two schools each with one or more class-rooms than classes, there are *forty* Primary Departments, and *seven* Primary Schools, with a total of *one hundred and twenty-five more classes than class-rooms*. And in *seventeen* of these schools the number of classes in excess of the number of rooms is from *three to seven* in each. These conditions, in *forty-seven schools*, compel the attempts to teach *from two to four classes in one room* at the same time. There are now *two hundred Primary classes* which are taught during part or all of the time in rooms with one or more other classes. And this great lack of proper accommodations is rendered still worse by the fact that the overcrowded schools have usually from sixty to seventy-five pupils in each of their classes.

SANITARY CONDITION.—Confine two or three hundred children in one room for two or three hours at a time, with the *very poor* facilities for ventilation which our best arranged school-houses possess, and the sanitary condition becomes so serious a matter to the health of pupils and teachers, that it is questionable, at

least, whether the physical injury received by both teacher and taught does not more than balance the little amount of knowledge which can be acquired under such unfavorable circumstances.

Bad as these conditions are for instructing the pupils in so many of the primary classes, the matter becomes still more deplorable when the size of these classes is considered, including those also that are so fortunate as to occupy separate class-rooms. There are now in our primary schools and departments *six hundred classes with more than sixty pupils in each* ; and more than one-half of these contains from *seventy to seventy-five*, or more, pupils in each class. When we take into consideration the small size of the class rooms, the large number of pupils occupying them during five or six hours a day, and the rapid exhaustion of pure air that must take place under such circumstances, and the deleterious effects of breathing over and over again the poisoned air of these rooms, thoughts of the consequences become appalling.

It is hardly necessary that I should, in this connection, present specific facts relative to the inadequate provision for ventilation in our school edifices, or to the general neglect in using the little that has been provided for this purpose, since your own long acquaintance with the schools has brought this important matter repeatedly under your own observation.

The By-Laws of the Board of Education require an *average* of but *thirty-five pupils* for each teacher in the Grammar Schools, and this is quite enough, and yet the same By-Laws demand an *average of fifty pupils* for each teacher in the Primary Schools and Departments. When viewed as individual classes of thirty-

five and fifty pupils, respectively, these numbers do not seem to be large. But fifty pupils by no means represent the usual size of the primary classes. Probably not more than *one-fifth* of them contain so few as fifty at any time, while nearly *two-fifths* of the classes contain *seventy or more* pupils in each. In consequence of the required *average* attendance of fifty for the entire school year, principals are frequently compelled to make their classes much too large in order to compensate for the small attendance on stormy days, and for absence by sickness, and during the hot days of summer. A required average of *forty* pupils to each teacher, with proper restrictions as to the number of teachers that may be employed, would do much toward relieving the Primary Schools of one of these heavy burdens. Yet full relief can be obtained only by providing more room for the classes of the *fourth, fifth* and *sixth* grades, and a reduction also of the average number of children required for each teacher.

In view of the foregoing statements, and your own personal knowledge of these matters, I am sure that it must be painfully evident to you that both the physical and intellectual welfare of thousands of children in our Primary Schools and Departments need immediate provision for smaller classes, more class room, and the means for proper ventilation.

It is with feelings of sadness that I write of the deplorable condition of the matters to which your attention is herein invited; but during my visits to our Primary Schools, and in the examination of the classes, the baneful influences of these evils appear so vividly in the effects of impure air in the overcrowded rooms with bad ventilation, in the unavoidable lack of proper individual instruction and the consequent retarded progress of the pupils,

in the burdens of discipline attending very large classes, and the exhaustion of the nervous power of teachers, and the resulting failure of health, that I cannot refrain from holding up this dark side of the picture. I am exceedingly sorry that the causes for the statements which are herein presented do exist in our schools, and I sincerely hope that this sad state of things will not be allowed to remain during another year.

This matter of overcrowded classes and poor ventilation in our Primary Schools is not a new theme. It was a topic in my Annual Reports for 1866, 1868, and again in the one submitted to you in 1872. Extracts from this were embodied in your report for 1872, and may be found on pages 216, 217 and 218 of the Annual Report of the Board of Public Instruction for that year. To those extracts allow me to invite your attention in connection with the statements herein presented, with the hope that you will call the attention of the Board of Education to the great necessity of taking immediate steps toward removing these serious obstacles to the proper education of the children in our Primary Schools.

YOUNG TEACHERS.

One hundred and fifty teachers, now in our Primary Schools and Departments, *have taught less than one year*; and about one hundred and twenty others have had less than two years of experience. But even this does not represent the real amount of inexperience in these schools, since some of those who are thus placed in charge of classes leave within a few months, either from failure to manage their classes successfully, or for positions which command better salaries in the Grammar Schools, if they chance to display unusual abilities in teaching, or good tact in

discipline. And in such ways it often happens that from four to six young teachers are placed in a single school within one year. It sometimes happens that from ten to twenty different persons are thus employed in the same school within the period of twelve months. As a matter of course, these young teachers have much to learn pertaining to general class management, discipline, methods of instruction, etc., during their first year in these new positions, and at this time they need much assistance, and frequent suggestions from some teacher of long and successful experience with classes of the same grades.

That provision in the By-laws which allows, in large schools, the Vice-Principal, or some other teacher well adapted to this peculiar work, to take the special supervision of the classes assigned to these young teachers, and to assist in the instruction of the pupils, and direct the teachers in their work, has been found of great value to those pupils, and an important aid in training young teachers to manage classes with success. Indeed, this is one of the indispensable means for securing efficiency of instruction and discipline in the schools with large classes. It contributes much, by supplementing the lack of skill and experience in those placed in charge of the young pupils, toward the attainment of those excellent results in the lower grades of the primary classes which prepare the pupils for successful progress in the classes of the upper grades.

OBJECT INSTRUCTION.

During the past year a wider scope, generally, has been given to object lessons, and a greater variety of topics presented to the classes. As a result, there has been improvement in the pupils' ability to observe intelligently, and a corresponding facility of

gaining knowledge developed. While this statement applies to the instruction in a large majority of the Primary classes, I regret that there still may be found those in which the advantages of the training by means of object instruction are lost to the pupils, because the little which the teachers of those unfortunate classes attempt in this direction—merely that they may be able to report that all the subjects prescribed for the grade have been taught (?)—has been done in a manner so mechanical and parrot-like that it has been of little or no service. And the same might be said of much of the poorly performed work, by the same persons, in their feeble attempts at teaching reading, arithmetic, etc. Indeed, it is a rare exception to find, in the primary grades, classes that have been well instructed in reading, the meaning of words, spelling, and arithmetic, which have not also had their powers of observation and comparison developed by object instruction.

The variety of topics presented, the necessary exercise by the pupils of their different senses, the habits of observing, comparing, and the simple classification of what they learn, and the bringing of the common experiences of home-life, play, etc., so intimately into the lessons of school, while giving proper objective instruction, produce altogether the most beneficial results in the matter of education. To accomplish this there must be intelligent management on the part of both teacher and principal, that the character of the instruction may be uniform throughout the course. The methods must harmonize with the processes by which children learn from nature. The teacher must aim at scientific teaching rather than the teaching of science. There must be training in habits of learning subjects intelligently and correctly, rather than the ac-

cumulation of many words to be recited about the subject. Telling pupils facts about an object, without the necessary observation on their part to clearly comprehend those facts, may possibly be called teaching science, but it is neither scientific teaching nor object teaching.

One lesson of proper object instruction, each day, upon some topic in the course, with a suitable variation of the topics from week to week, will cause the pupils to advance more rapidly in each of the other studies prescribed than they would do were the object lessons omitted altogether, and the time given to reading, spelling and arithmetic.

True Object Teaching means much more than the giving of several lessons on an object. These lessons must be used to supply the necessary steps in the mental discipline of the pupils and to furnish the elementary knowledge of form, color, qualities, etc., required in the advanced stages; but as the work of instruction proceeds the objective form should blend more with the methods of teaching every subject in the course.

Some idea of the general character of the objective instruction, as practiced in our best schools, and of the results in habits of observation, in the mental discipline acquired, and the knowledge gained thereby, may be had from the kind of questions which are intelligently answered by the pupils during my examinations in the several topics of the course.

Form.—The pupils in classes that have been well taught are able to answer questions like the following, pertaining to shape:

Name shapes which you can see in this room.

Name objects which you eat that have the shape of a sphere—of a cylinder—a circle.

How do rhombs and rhomboids differ?

Are these two forms (rhombs and rhomboids) alike in any of their parts?

How does a rhomb resemble a square?

Mention resemblances in square and triangular prisms.

What shape have the sides of all prisms?

What forms have the sides of all pyramids?

Can you make the shape of a cube from an apple? How?

How would you cut a boiled egg so as to represent an oval?

How would you cut the egg so as to represent a circle?

Qualities.—Pupils that have been properly taught to observe qualities will readily answer questions similar to the following:

What quality renders glass useful for windows?

Name two of the most important qualities of sponge.

Why is lead not suitable for springs?

What are the important qualities of whalebone?

What quality has sugar that causes it to sweeten coffee?

How can you ascertain that a substance has the quality called pungency?

What is the difference between pungency and astringency?

Mention two important qualities of glue. Name some other substance that possesses similar qualities.

Mention some of the important qualities of india-rubber.

Name qualities that you can ascertain by tasting—by smelling—by feeling.

Mention differences between solids and fluids.

Animals.—The lessons under this topic lead the pupils to observe differences in the movements of animals, as crawling, creeping, walking, running, hopping, flying, swimming, etc.; also differences in their coverings, as hair, fur, feathers, scales, skin, shell, etc.; and to distinguish the common animals, the flesh of

which is used for food ; and the classes usually known as beasts, birds, reptiles, insects, fish, etc.

Attention is also directed to the structure and habits of different animals, so that the pupils become able to distinguish the most prominent groups or families, as swimming birds, by their webbed feet ; wading birds, by their long slender legs, long necks, and long beaks ; birds of prey, by their strong, sharp talons, and their strong, hooked beaks ; the cat family, by their round heads, eyes, teeth, rough tongue, retractile claws, cushion-like feet, etc.; and gnawing animals, by their chisel-like front teeth.

The following answers, given by pupils during my examinations, will furnish some idea of the influence of this kind of training upon the habits of the children when out of school. A boy had stated that the pupil of a cat's eye becomes round and large when in a dark place. I asked him how he knew that. He replied, "I took my cat in the cellar, and looked at its eyes."

In another school a boy said, "Sheep have no front teeth on their upper jaws." On asking him how he learned that, he said, "I went with that boy"] (pointing to a little boy sitting on another seat in his class), "to his father's stall, down to the market, and we found a sheep's head and looked in its mouth." Another boy in the same class then raised his hand, and said, "A goat has no front teeth on its upper jaw." On asking him how he learned that, he replied, "A goat bit my finger one day when I was feeding it, and it had no front teeth on its upper jaw."

In this connection I am happy to report that these simple lessons on animals, plants, etc., which the pupils in our Pri-

mary Schools receive is supplying those children with additional sources of enjoyment, and giving increased attraction to their visits to the Central Park. When taught how to observe and what to look for, they take a much deeper interest in visiting the collection of animals in the Museum; also in observing the varied forms and colors of the foliage and flowers, during their rambles in the Park. The foundation for the knowledge of nature thus laid will not only lead to general intelligence in matters pertaining to natural objects, but add much real happiness to the hours of childhood. Besides, the observation of the beautiful forms and colors of plants and flowers will exert a refining influence upon the minds of these young children. Studying the structure, and watching the habits and peculiarities of animals, will lead children to love them more, and to treat them with greater kindness.

READING.

While there are wide differences in the character and style of reading in the classes of different schools, there is apparent a general improvement in the direction of naturalness in the tones of voice heard during the reading exercises. Less attention than formerly is now given to the mechanical requirements of "minding pauses," and formal definitions; while more care is taken to cause the pupils to *understand* the meaning of the separate words, by requiring an intelligent use of them in short sentences, and by leading to a comprehension of the thoughts embodied in the lessons read. The results of making the *thoughts* represented by words, sentences, paragraphs, and the entire reading lesson, successively, the chief matter of attention, of course embracing as necessary to this end a familiarity with

the form, spelling, and proper pronunciation of the individual words, may be seen in the more intelligent character of the reading now heard in the best conducted schools, and in the properly taught classes. I regret that it cannot be said, "In all the primary classes, reading is taught as it should be," and as *it can be*, when the methods that have been pointed out to the teachers are properly used for this purpose.

Dr. Leigh's Print.—The experiment of using books printed with Dr. Leigh's type has been tried in six of our schools—one Primary School, four Primary Departments, and one Colored school. In some of these it has been in use during the past four years.

The mode of using this print varies much. In some schools the forms of the letters representing the different sounds are exclusively used during the first year and a half in school; then the transition is made to books printed in the common type. In the meantime, the children become familiar with words in the ordinary print by reading the juvenile books, which are commonly placed in their hands at home. However, the *forms of the words are so nearly identical*—the difference being chiefly in a slight change in the shape of some of the letters—that the pupils make the transition in reading from books printed in Dr. Leigh's type to the common form without difficulty.

In some of the schools, both forms of print—Dr. Leigh's and the common—are used alternately. In these cases the progress of the pupils in reading appears to be less rapid than when the other mode is practiced. The enunciation becomes very distinct by the use of Dr. Leigh's print; and many faults of pronuncia-

tion are thereby corrected. Even when used in this alternate manner, the results are beneficial.

But the most successful plan of using this print appears to be that of presenting the word first as a sign of a spoken word, then to teach the characters or letters used to represent the sounds of the spoken word to the sight, then the spelling by letters. For instance, the word *fan* may be spoken by the teacher, and repeated by the pupils as the name of a familiar object; then the word printed on the blackboard, using Dr. Leigh's form of *a* for the short sound; then the sounds heard when the word is spoken are made separately; next the form of the characters or letters that represent these sounds are taught; afterward the word is sounded, *f-a-n*, then spelled by letter, f, a, n, fan.

Should the word *slate* be presented, the pupils would be led to pronounce the word, make the sounds of it separately, then spell it, and to notice that the last letter does not represent a sound in that word.

When the pupils have become acquainted with the form and sound of each letter used in Dr. Leigh's print, they are trained to discover the pronunciation of new words by sounding them.

A few teachers who formerly desired to use Dr. Leigh's print were unable to procure suitable books when needed, and therefore abandoned their attempts to try it. But I believe that such a hindrance to its use does not now exist.

I am still of the opinion that a proper use of this print, during at least the first year of learning to read, would facilitate the

progress of the pupils in this branch. So far as I have been able to ascertain, those teachers who make themselves sufficiently familiar with the characters used in it to write them readily on the blackboard prefer them to the other form of letters during the first steps in teaching reading.

The foregoing statements and suggestions relative to the topics assigned to me for this report are now

Respectfully submitted.

N. A. CALKINS,

First Assistant Superintendent

of Primary Schools and Departments.

REPORT OF ASSISTANT SUPERINTENDENT
JOHN H. FANNING.

TO HENRY KIDDLE, ESQ., *City Superintendent of Schools*:

IN accordance with your request, and as supplementary to the "Examination Reports" in detail which have from time to time been rendered, I have the honor of submitting to you this brief and general resumé of the work of the year now about closing, and some thoughts and conclusions in reference to the modes of instruction and the results attained in different departments of study, together with such suggestions as in my judgment may tend to the advancement and continued usefulness of our school system.

During the year, in company with one or more of the members of the department, I have visited and examined nearly all of the Grammar Schools, and many of the Primary Departments and Primary Schools. A large number of the Corporate and Evening Schools have also been carefully inspected or examined by me, and other incidental and official duties, under your direction, have also been attended to.

The faithful examination of scores of schools and hundreds of classes, as you are aware, is a work of no ordinary magnitude. It will always be found to be a severe strain upon the mental and bodily strength of any examiner, whatever his ability or powers of physical endurance.

In conducting the regular school or class examinations, two leading objects have been steadily kept in mind :

1st. To examine carefully each class in the studies pursued, to note its grade, the discipline, the character of instruction, and the results attained in the different branches taught, and to report the results in detail to the City Superintendent.

2d. To conduct the examination so as to cause teacher and pupils to feel "at home"—at least, to endeavor so to do—which course I look upon as one of simple justice; and to make the occasion, as far as practicable, *suggestive* and beneficial to the instructor and the instructed.

The extent or ground of my examinations has already been presented to you, with the results, in the detailed reports; and what has been the nature of their influence upon classes and schools, I leave to your judgment, the judgment of the Board of Education, and of faithful and competent teachers generally.

While carefully noticing whether the requirements of the Board in the entire course of study assigned have been carried out, and the suggestions of the accompanying and excellent Manual made available in all grades, my mind has, nevertheless, dwelt with much interest upon the character of instruction and results attained in some of the more elementary and essential branches or departments of study. I have felt that our schools are emphatically the "People's Schools;" and that while in them we appropriately aim at higher education, we must, at the same time, be careful lest we underrate or overlook that which is elementary and fundamental.

READING.

Although in many of our schools considerable attention has been given to this important branch, and, in some, highly creditable results attained, yet I fear that it does not receive that degree of care and attention which its importance demands. Generally speaking, a great deal of the reading of our schools may be considered good; but, in many cases, there is too much *indefiniteness*, and too little of *character* and *expression*.

Too much of the reading is of a mixed character or quality. Words are correctly pronounced; the pupils "mind their stops"—that is, punctuation marks are heeded in accordance with some stereotyped but frequently faulty "rule;" and *italicized* words emphasized—such sometimes getting, however, more than their deserts, and at times considerably less. In fact, in many of our schools, Grammar and Primary, more careful attention might advantageously be given to judicious and proper emphasis, modulations and inflections—and more frequent practice, with these points in view, would prove beneficial.

Those teachers succeed in producing the best and most creditable results in reading who, by preliminary and pertinent conversations with their pupils in reference to the subject-matter of the lesson, and its several parts, as they reach them, excite the interest of their pupils, and cause them fully to understand and enter into the spirit and meaning of the author. Classes thus taught, read understandingly, *naturally*; and, in my judgment, naturalness is an essential element of all good or excellent reading.

In many schools, much has been accomplished in this direc-

tion; and, in my examinations, I have frequently taken occasion to commend, as well as to encourage, *naturalness* in reading.

SPELLING.

It gives me pleasure to report that, as far as my observation has extended, this branch is being *successfully* taught in our schools. Such portions of the Grammar Schools, particularly, as have fallen under my immediate supervision and examination, have shown very decided progress. The daily, orderly arranged, written exercises in spelling, and the frequent practice by the pupils, upon slate and paper, in writing miscellaneous words and sentences adapted to the grade, have produced in most cases, and will continue to produce, very creditable results. Such exercises serve not only to improve the general spelling, but also, when conducted with care, to establish plain and legible handwriting, the correct use of capitals, punctuation marks, etc.

I would, however, here renew a suggestion previously given, that, while not neglecting to cover properly the ground of the lessons, the written exercises should be made to bear particularly upon *words in common use* that are liable to be, or are, frequently misspelled, upon familiar personal names, and geographical names of commercial or business importance.

PENMANSHIP.

During the examinations, and in accordance with your special direction, I carefully investigated the modes of instruction, and scrutinized the results attained in penmanship in most of the Grammar Schools.

Much excellent work was found, and much of an inferior quality. In some schools the instruction was particularly intelligent and successful; in others faulty, and consequently unsuccessful.

The faults in teaching this branch were found to be various. In some schools much time is still being unwisely spent upon what are called *trial* papers; and, in certain cases, for a period of several months, only a few pages had been executed in the copy-book—a book intended certainly as much for practice as for exhibition. While, to a limited extent, the occasional use of trial papers may be advantageous, yet it seems to me that this tedious and prolonged mode of instruction can have no other effect than wearying the pupils, and rendering the exercise uninteresting and unprofitable.

In quite a number of the schools the pupils do not affix name and date at the end of each page when finished, as directed in the Teachers' Manual. In judging of practical modes and results, *time* and *quantity*, as well as quality, are important considerations. Hence dates are requisite. Some class-teachers object to having the pupils append their names, because, as they say, "they write them so poorly,"—a very good reason, I have frequently suggested, why it should be insisted upon and practiced.

Another erroneous course still being pursued in some schools is this: the pupils are kept too long upon mere strokes and lines or curves. Keeping Grammar School pupils, *in any grade*, too long upon merely rudimentary exercises, dampens interest, hinders progress. It is true that the elementary principles

should be carefully attended to, at the proper time, and in appropriate grades; but the sooner these elements can be embodied in letters and short words, the better for the pupils' interest and consequent progress.

In a large number of the schools, however, by a judicious use of some one or more of the several excellent graded series of writing-books extant, the ground to be gone over has been properly assigned to the different classes or grades, and regular and creditable advancement, under faithful and intelligent teachers, thus secured. It gives me pleasure to add, that there is more *systematic instruction* in this important branch than formerly; and intelligent teachers generally make a preliminary and valuable use of the blackboard in illustrating and explaining the principles connected with, or embodied in the copy to be written.

While the general character of the penmanship of our schools, as seen in the copy-books, is, on the whole, creditable, yet the instruction and practice in this indispensable branch has not as favorably affected the casual and ordinary handwriting of the pupils as might reasonably have been expected. Not only was the work in the many thousands of copy-books carefully examined, but occasionally a class of an upper grade was supplied with the necessary materials in the presence of the examiner, and a miscellaneous or off-hand exercise, or an impromptu and brief composition or statement on some designated topic required. These results, in too many cases, did not show that degree of *readiness* and *freedom* in the use of the pen which is particularly desirable. While the copy-book as a book of instruction and careful practice is indispensable, more work and exercises of a practical and business character are needed—such

particularly as promissory notes, bills, receipts, letters, addresses, etc. ; and more practice in blending *rapidity* with correctness, particularly in the higher Grammar grades. And just here, a blank writing-book, in addition to the book of instruction used, might be thus very advantageously employed. More of such miscellaneous and judicious practice is essential if we would have the graduates of our schools possess an excellent and free handwriting, or become ready and skillful penmen.

In a *few* of the schools the instruction in this important branch, in all the classes, is assigned to a particular or special teacher, while in *most of the schools* the classes are taught by their respective class-teachers this, together with the various other branches. Now it can hardly be expected that all regular class-teachers can teach every branch equally well. Penmanship, as an art, requires special qualification and ability for its most successful teaching. From a careful and thorough survey of the whole field, in all its aspects, and taking into consideration the business needs of our city, I think that, for our boys' Grammar Schools, at least, the designation of one of the regular corps of teachers—one well qualified for the work—or the special employment of adepts or *experts* in teaching this important branch, would be a step in the right direction, and would produce improved results.

Permit another suggestion or recommendation. Different schools presented marked contrasts in regard to readiness or skill, and results, in the use of the pen. Very many of our teachers, I am persuaded, are not aware of the highly creditable, in fact, very excellent results attained in all the grades in several of our schools ; and this fact, doubtless, has in many cases

tended to keep the mental standard of attainable excellence entirely too low. To meet this, and to make the *general* standard higher, I respectfully suggest and recommend that an occasional and *competitive exhibition* be given—say annual, if you please—of the Penmanship of all our schools, giving precedence and preference to plain writing. Thus, at one view, might the Central Board, the local Boards, and all our teachers, see what excellent results are reached in some, yea, many of our schools. It would not be long ere the influence of such an exhibition judiciously managed, would *tell* on the penmanship throughout the schools. In such a display, I remark incidentally, Drawing—to the results in which one of my associates has given special attention—might, for similar reasons, form an interesting and profitable feature.

ARITHMETIC.

The methods of teaching this indispensable branch have also been investigated, and the results noted. Much intelligent instruction is being given, and in many schools very commendable results have been attained. In quite a number of the schools, however, the results were not as creditable as those attained in several other departments of study.

Many teachers—earnest, faithful and competent—appear to find more difficulty in bringing their classes up to a high standard in arithmetic than in any other branch. Why is this? May not defective classification, or the advancement of pupils to fields of higher processes before being well-grounded in preliminary or preparatory work and practice, be the *cause* of a great portion of the difficulty? I think that if, in our schools generally, more regular and *consecutive* as well as thorough in-

struction were insisted upon before pupils were promoted, or advanced to new rules or higher ground, greatly improved results would speedily and inevitably follow.

There is, however, a general and commendable improvement over former years in analysis and explanation—brevity and clearness, to a great extent, now characterizing them. The same can be said also in reference to the manner of enunciating examples to be solved, variety and change having taken the place of stereotype forms, leaving the pupil, after proper and preliminary instruction and suggestions have been given, to decide for himself what fundamental rule to apply in each case. This practice elicits thought, and gradually leads the pupil to become more ready and expert in dealing with the varied and practical questions arising in every-day life.

CLASSIFICATION.

It is to be feared that the defective classification observable in some schools will interfere materially with that regular and thorough instruction and progress which the prescribed Course of Study calls for, and which the highest good of the system demands. Classes pursuing the studies of certain grades have occasionally been found which were made up of promotions from *two* lower and distinct grades, causing, in some instances, a very considerable portion of the class to *skip* a grade essentially. Of course the results attained in such classes will generally correspond with their composition—indefinite and mixed—and the injurious effects will extend to the portion of the school above them.

It gives me pleasure, however, to add that the advantages of a

proper grading or classification of pupils are justly appreciated by most of our teachers. Such, indeed, is the keystone, so to speak, of our educational system; and defects in this direction cannot be too carefully avoided.

MORAL CULTURE—INCIDENTAL INSTRUCTION.

If we would educate aright, the heart as well as the head should be attended to. At present this is reached somewhat incidentally, but, perhaps, none the less certainly, and as often by example as by precept.

In schools, as well as in the world at large, "Unconscious Tuition" is, in an important sense, a "constant quantity." Daily and hourly are the pupils of our schools imbibing high and noble thoughts and incentives to duty, *or the opposite*, from their surroundings. The work and movements of the school-room have much to do with the formation of character.

Look at the usual opening exercises. On each school-day morning, promptly at nine o'clock, with few exceptions, nearly 100,000 of the children of this great metropolis assemble in its Public Schools, and listen to the reading of some portion of the Holy Scriptures, and chant or repeat the "Lord's Prayer," or sing some appropriate and sacred hymn. These exercises, appropriately and reverentially conducted as they are, cannot but have a salutary effect upon the heart and character of youth.

The moral lessons of the reading books, the incidental occurrences of each day, furnish the opportunities to watchful and faithful teachers to inculcate principles of truthfulness, mutual

kindness, justice and honesty in all their dealings, and charity. Are these opportunities improved to the extent of my ability and responsibility? is the important query that each teacher should frequently put to himself or herself.

But example is frequently more powerful than precept. In the moral elevation of our youth very much, therefore, depends upon the *example* of their instructors. Example is contagious. How important, therefore, that those who are instructing youth should constantly bear this fact in mind, and see to it that their influence is such as to enable our schools to continue to send forth into active life pupils thoroughly educated, who will become "*men*, high-minded men" in the truest and best sense, or intelligent *women* of ennobling purposes and beautiful and useful lives. The teachers of our schools, as a body, I hold to be earnest and conscientious workers, doing, or desirous of doing, their whole duty in this respect to the youth entrusted to their care and training.

But even the walls of the school-room can be made instructive and influential for good. Emulation is encouraged, in one or two schools, by calling into requisition the photographic art in adorning the side walls with the likenesses of those pupils who have graduated from the Grammar School with honor. In some instances, judiciously selected engravings, and other works of art of a historical character, as well as maps, drawings and other handiwork of the pupils, relieve the nicely-painted but otherwise blank side-walls, and add interest and attractiveness to the school-room. Under judicious direction, what is to prevent the side-walls of our school-rooms generally from being thus utilized or instructively employed? A few appropriate proverbs, also—

brief sayings or renderings of generally accepted truths—sentiments inspiring to good and noble deeds—might appropriately and profitably occupy a portion of the walls of more of our large assembling rooms; such, for example, as “Strive to do right,” “Love truth,” “Righteousness exalteth a nation,” “God always sees me,” “Dare to do right,” “Deal justly with all,” “Honor your parents,” “Obey your teachers,” “Improve every moment,” etc. The last one specified might appropriately and usefully encircle the *time-piece* of every school-house in the land.

Much more might be said in reference to the important matter of morals in our schools, but these few hints and suggestions, somewhat hastily thrown together, must suffice for the present. I trust, however, that all favorable opportunities will be improved, and all judicious measures employed, in order to have the *MORAL atmosphere* of our schools, as well as the physical, made as pure and healthful as the means at our command may render possible.

DISCIPLINE.

My visits and examinations during the year now drawing to a close have confirmed and strengthened the views entertained and submitted by me on a former occasion; and, in closing this report, I take the liberty of giving such of them, in substance, as are applicable to the present state of discipline in our schools.

Notwithstanding the restrictions in the matter of coercion, the order and discipline in most of the schools visited and examined during the year 1873 continue to speak well for the vigilance and managing skill of the teachers.

It is proper, however, at this time to state, that many teachers of long experience and acknowledged ability complain that *prompt obedience* to reasonable orders and requests is not so general among the pupils of our schools as formerly; that there is a lack of that readiness and cheerfulness in the performance of duty which those whom we are educating should manifest: that there is a tendency in some directions to the employment of injudicious modes of compelling obedience; and that a great portion of the time of many teachers is taken up, and their health and strength impaired, by almost unceasing efforts in securing and maintaining proper order and discipline in their classes.

If these defects in discipline prevail to any considerable extent, they can, and, I trust, will be promptly remedied. The character of our future citizens, as regards respect for law and order, depends, to a very great extent, upon the habit of *obedience to authority* formed in youth. Children, therefore, for their own welfare, and for the best interests of community, should be early trained to habits of *prompt obedience to teachers* as well as to parents.

If the discipline of our schools in this, or in any other important respect, is deteriorating, as there is reason to fear, or if injudicious or unauthorized modes of enforcing obedience be resorted to, the Board of Education will doubtless devise and adopt all needed and judicious measures for remedying the defects,—so that, in healthful discipline, as well as in the character of instruction given, our school system may long continue to be, as it really is, the glory of our metropolis.

Respectfully submitted,

JOHN H. FANNING,

Assistant Superintendent.

December 31, 1873.

REPORT OF ASSISTANT SUPERINTENDENT JOHN
JASPER, JR.

NEW YORK, Jan. 2d, 1873.

HON. HENRY KIDDLE, *City Superintendent* :

DEAR SIR—In conformity with your request, I herewith respectfully submit this, my second annual report, with such suggestions as appear necessary.

The duty was assigned to me of examining the lower and intermediate classes in many of the Grammar Departments, and the higher classes in some of the Primary Departments and Schools. I also had especial charge of the subject of Drawing.

The opening exercises in nearly all of the Departments were characterized by good order and discipline to such an extent as generally to entitle them to a high degree of commendation. By an effort on the part of the Principals to make pleasant and impressive the commencement of the school duty for the day, pupils may be induced to be promptly present at the opening in the morning. In this way, the great evil of tardiness might be very much diminished, and the scholars trained to such habits of punctuality as will aid them through life, and be conducive to their success in every undertaking. The late scholars appearing in long lines in the main room after the opening

exercises, and entering their class-rooms at irregular intervals, between 9 and 9:30 o'clock—and this may be seen, I regret to say, in some of our schools—clearly indicate that those in charge are not sufficiently impressed with the importance of the fact, that correct habits and self-discipline should form the basis of every system of true education.

I may here be permitted to refer to something which seriously interferes with the proper management of a school, and which might easily be amended. The Principal is responsible for the general order and discipline of the school, and, to a certain extent, the progress of the several classes. To insure such progress, he should have *all* his time to supervise, to assist, to guide, and oftentimes to instruct. He should have time, particularly, to advise and direct new and inexperienced teachers.. In my examination, sometimes a class was found a failure. Upon inquiring of the teacher, I was informed that the Principal had not aided her by his presence and advice. The reason given was that his time was devoted to the writing of records, preparation and signing of certificates, etc., a species of clerical duty which might be performed by an assistant at a small salary. The time of this teacher might also be profitably employed in taking charge, as occasion might demand, of the classes of absentee teachers. She would, by such practice, gain experience and qualify herself to fill acceptably the position of instructor in some regularly assigned class. To require the ablest and most experienced person in the department, and the one who is paid the highest salary, to spend his highly valuable time in doing that which could just as well be done by the merest tyro, is economy only in name, and is detrimental to the best interests of the school.

READING.

The reading was either good or excellent, except in a very few schools where the children of foreign parentage predominate, and even in these the teachers were doing very satisfactory work. The reading in some schools is simply mechanical. By having the pupils read carefully and *understandingly*, reading becomes a very important exercise, aiding them to express their ideas in proper language, and also assisting them in the art of composition.

SPELLING.

The spelling, with very few exceptions, was highly creditable, and indicated careful and successful teaching in this important branch of study. The examination was generally written. It consisted of words selected from the ground gone over in the reader and speller. A short sentence containing a few miscellaneous words, with proper names, both of persons and places, was also given.

I think it would be well for each Principal to prepare a list of miscellaneous words for the lowest class, adding to this list for each succeeding class. This would secure the teaching of a certain number of words in daily use, and also make definite and positive the work required of the teacher.

It sometimes happens that a few miscellaneous words will be given,—and the teacher may have faithfully and zealously taught spelling,—and the pupils will totally fail to correctly spell them, simply because they were not *the particular words* taught. The

miscellaneous words which should be given in each grade differ with the views of different persons.

Such rules of spelling as may be applied to whole classes of words should be carefully taught, and indelibly stamped on the minds of children. The intelligent teacher can so group and arrange words as to make spelling a very pleasant exercise and to assist the memory by association of ideas.

DEFINITIONS.

It is my pleasure to speak favorably of the proficiency displayed by the pupils in the matter of Definitions. Even in the Primary classes, the scholars showed an ability to express fully the meaning of words given them to define, and were also able to use such words in a sentence, which was, under the circumstances, very gratifying.

GEOGRAPHY.

In Geography, the pupils displayed not only an accurate acquaintance with the location of cities and countries, but, moreover, seemed to be possessed of information in reference to soil, climate, natural productions, avocations of the people, etc., all of which gave satisfactory evidence of intelligent and thorough instruction on the part of the teachers, and of interest on the part of the pupils.

ARITHMETIC.

There seems to be no improvement in this study, very few of the classes receiving an excellent mark, and many being reported deficient. The teachers do not attach enough importance to

reviews, and particularly reviews of the simple rules, but confine their instruction to their assigned grade. Pupils in the lower grammar grades will even fail to perform correctly an example in simple multiplication, with ciphers in the multiplier and multiplicand. Frequently a number of the class will multiply by the cipher considered as a unit.

I have also to report against the practice, especially in the Primary grades, of giving very long and tedious examples of no practical use, which simply tend to discourage the pupils and give them an idea that Arithmetic is something much more difficult than it really is.

In only a few departments is anything like rapidity attempted.

The explanations are sometimes painfully formal, and should the pupil fail to commence with *the exact words taught*, he is compelled to give up in despair.

DRAWING.

In nearly all the Grammar Departments special teachers of Drawing have been appointed. They give lessons to the extent of between two or three hours each week, generally to the higher classes. The pupils in these classes attempt Drawing from objects and copies—although no previous preparation had taken place—who cannot draw correctly a straight line. This is simply trying to build a house without a foundation. When excellent drawings were presented, they were frequently the result of *the touching up* of the teacher.

In some schools instruction in this subject was discontinued altogether.

In fact, the story may be told in a very few words. There was a failure to comply with the directions contained in the Manual, arising from a disposition on the part of the Principals—each for himself—to interpret the general law, and to consider as binding that which coincided with their own views of what was a useful and necessary element of good education. A merely nominal conformity to the By-Laws was, it may be remarked, observed in other departments than that of Drawing.

I would recommend that some graded system in Drawing be made obligatory on the Principals of the Schools, precisely as in Arithmetic or Geography. Until this is accomplished, it is useless to look for satisfactory results. The subject should be either properly taught or given up. Imitating copies, with light and shade in impossible places, is not drawing; it is wasting paper and time. Children must commence with straight lines and combine them to evolve forms. They must take up curved lines and combine them in like manner. After this, they must be taught from simple, natural objects. At this stage, the first elements of perspective should be introduced. The cube, the cylinder, the cone, etc., might be accurately drawn, together with such forms in real life as approximate to them in shape. The lessons given in perspective might be made more numerous, and thus the instruction rendered more thorough. This, it seems to me, is especially true in the case of pupils in the First Grade, in which they are taught Geometry, the elementary truths of which are applied, and the applications of which should be shown in perspective.

It is but fair to state that the general deficiency observed in Drawing may be in part attributed to the fact that sufficiently

thorough supervision had not been hitherto exercised. Thus all were imperceptibly led to be remiss. Much better results would hereafter be shown in this beautiful and eminently practical study by the adoption of some graded system. By a stricter attention to it, the time will undoubtedly arrive when native talent—the graduates of our public schools—will be fitted for and employed in every department in which ability to draw and design is demanded, thus ending the necessity—which was indirectly a charge against our system of education—of seeking draughtsmen in the graduates of schools on the other side of the Atlantic.

With many thanks for your kindness and courtesy toward me, I have the honor to remain,

Yours respectfully,

JOHN JASPER, JR.,

Assistant Superintendent.

REPORT OF ASSISTANT SUPERINTENDENT
ARTHUR McMULLIN.

HON. HENRY KIDDLE :

DEAR SIR—In compliance with your request, I herewith respectfully submit my report for the year ending December 31s 1873 :

READING.

The pupils display a ready ability to intelligently interpret the symbols of the printed page, reading easily lessons of difficulty proportionate to the time during which they have attended to this important branch of study. To rapidly and correctly attach to the visible sign its signification requires on the part of both teacher and scholar, effort which is incessant and imperative in its demands upon their time and patience, for the signs are many, and may be in many ways arranged. Hence appears the wisdom of defining, more especially in the lower grades, the number of pages that shall be read, and the importance of demanding that the requirements of the Manual shall be complied with. The higher classes, learning lessons assigned in history, astronomy, philosophy, etc., have exercises in reading apart from those specifically so denominated.

The beginner has naught to supplement the text-book proper.

Sometimes this view of the matter is not well weighed, and classes are presented for examination whose acquaintance with words, in direct ratio to the limited number of lessons read, bears no reasonable relation to the time devoted to the subject—whose instruction appears to be based upon the idea that reading necessarily and invariably presupposes the existence of an audience; that it is of value only when persons are present to listen and to commend. The silent perusal of book, journal and pamphlet by merchant, mechanic and laborer, which may be seen in car or steamboat, tells a truer and far different story. It is admitted that all oral graces should be cultivated. Emphasis, accent, modulation, are and should be taught; likewise distinctness of utterance. Exaggeration should be avoided; in the matter of enunciation it sometimes appears. To phonetically spell a word is not to clearly pronounce it in the ordinary and proper acceptation of the term, and gives rise to a style of reading which seems forced and unnatural, and which is in conflict with the usages prevailing among the best speakers.

SPELLING.

The examinations in spelling were always made in full view and recognition of the fact, that it is an exercise calling into play that faculty which, too frequently heavily burdened, should be, as far as possible, most lightly taxed. It is the memory, or the memory mainly, that is relied upon, particularly in classes of a low grade. No word was given unless such word had presented itself in a lesson which the scholars had read, with the meaning of which they were familiar, and which they reasonably might be expected to spell in case they had performed all which

the teacher had assigned them to do. It would seem advisable in some way to determine what constitute miscellaneous words proper for the several grades. The absence of such definition renders the field of selection vague. Under the present arrangement pupils are expected to display an acquaintance with the orthography of words which vary in difficulty and number with the views of the several examiners.

GEOGRAPHY.

Geography, in the classes which I examined, appeared to be generally well taught. The verbal statement of the location of town, country, mountain range or river, was supplemented by the actual designation upon the map or globe of said place or natural feature. The alacrity and accuracy exhibited showed conclusively that the instruction, made objective to the extent possible under the circumstances, had commanded fully the interest and attention of the pupils. At an examination in this subject an incident occurred of, perhaps, sufficiently great importance, from the lesson it teaches, to justify the following reference to it in this report. A pupil was asked by the instructor to give the position of the Gulf of Mexico. "In the southern part of the United States," was the answer. "Next," surprised and apparently disappointed, said the teacher. The scholar, looking intently at the map, with eyes fastened upon the familiar gulf, sat down. I thereupon asked him to point out its position; to tell me was the water salt or fresh; was it a large or small body of water; into what did it open? To each inquiry the response was prompt and accurate. Now to leave that child under the impression that he had made a mistake in geography, would have been a serious error. The mistake was not in geo-

graphy ; was not in the scholar's knowledge of the location of places upon the earth's surface—for he knew the position as well as I or the teacher. He was at fault in the use of words ; the inaccuracy was in language—a field quite distinct from that in which the pupils were, at the time, being tested. To know the location of a place is one thing ; to correctly express its location is another. The two should not be confounded.

ARITHMETIC.

In arithmetic the same general advice holds good. The purely arithmetical processes which the pupil must learn in going through all the grades are not many in number, and are by no means excessively difficult of comprehension. Their application necessitates an acquaintance with other facts which are in no sense mathematical, though, for convenience, recorded in the text-book on arithmetic, and there first presented to the pupil for consideration. That a certain length is denominated a foot—that three feet make a yard—that sixteen ounces make a pound—etc., are conventions which may be changed to-morrow, and are in their nature entirely distinct from the truth, that three times two are six, or that five is the square root of twenty-five. The line of demarcation should ever be sharply drawn.

In the lower grades a marked improvement in writing Federal money was observed. The examples given to practically test the pupils' proficiency therein were sometimes of such nature as not to impress one favorably. The following may be presented as instances : What is the price of 17 barrels of flour at \$8.167 per barrel ? If 8 tons of coal cost \$75.169, what will be the price of 1 ton ? The answer to the latter, \$9.396 $\frac{1}{8}$, written by

the scholars, in accordance with their limited advancement, \$9.396 + 1, will, I think, make plain the point to which I refer. In fractions, very subtle discriminations as to degrees of difficulty would occasionally characterize the instruction. The general and accurate use of the signs is to be commended, rendering the work presented for examination neat, concise and pleasant to look upon.

GERMAN.

In German the results have been various; occasionally excellent; sometimes good; often fair or indifferent. In reference to this branch of study facts are to be presented which would seem to demand immediate consideration. In speaking of them, the remarks made will be understood mainly to apply to those schools in which German constitutes a constant and essential element in the programme of daily exercises for each and every class, and is taught by a teacher who ranks as one of the corps of regular instructors. In the first place, there is a lack, in some instances almost total, of proper organization. Pupils, for example, commence the study of German. After the lapse of six months they are promoted. New admissions are made; new scholars enter. They are placed, as it seems just they should be, in the class for which their attainments in the English branches, as made manifest by an examination, qualify them, knowing nothing, be it borne in mind, of German. What disposition shall be made of them? What disposition was made of them may be more readily told. They were incorporated, or, more properly speaking, attempt was made to incorporate them into the German class. What followed? The teacher, attempting impossibilities in his efforts to accommodate himself to circumstances, labored earnestly, but in vain, to bring the

newly-admitted to the stage of advancement of the class proper; the class proper, retarded or put back, lost interest, going over familiar ground; the newly-admitted lost interest, going with too great haste over unfamiliar ground. Finally came, as might be expected, a complete cessation of progress in that upon the prosecution of which both instructor and pupils had entered with bright anticipations of success. How shall this be amended, is a question demanding consideration immediately, but which will diminish in frequency and importance as in process of time the study of German becomes more general throughout the schools. It seems reasonable to assert that the class proper should remain intact, that newly-admitted scholars should not be suffered to act as an impediment, which, by accumulation, must ultimately check all advancement.

In carrying out these views it is possible that many will receive no instruction in German. Even so; better that such should be the case than that the instructor should be overtasked, organization annihilated, and German in our schools made a failure.

Promotions are made without the slightest reference in the way of examination to the pupils' effort and proficiency in German. This is entirely wrong. A scholar's attainments in German should constitute an element in determining whether he shall be advanced or not as important as is his proficiency in spelling, arithmetic and grammar. The omission to do so loosens the teacher's hold upon the pupils; gives the latter to understand that German exists by tolerance, and is of value only as they themselves may determine; is, in fact, the fruitful source of evils too numerous to mention.

A want of uniformity in the time apportioned for class instruction in the several schools is also too generally prevalent. The lessons, weekly, in duration, vary from thirty minutes to two hours ; in number, from one to five.

With this absence of anything like even an attempt at system, it will be readily seen that, were German taught in all the schools, there still would be such a want of correspondence between the proficiency in German of pupils in other respects of the same grade, that a change of residence and admission into a new school would entail consequences differing from those to which I have already referred only in degree, not in kind, of injury effected.

Finally, the instruction given was, in almost every instance, characterized by non-compliance with the course prescribed. Intimation was made by the examiner, that hereafter a radical change in this respect would be required, and that for the future conformity to law would be an essential element in determining the efficiency of the teacher. In conclusion, it may be added, that with so many difficulties to contend against, brilliant results in German could not in reason be expected. Though all did not do well, may not the deficiency observed be justly ascribed to the irregularities antagonistic to success, which I have above attempted to portray ? By the inauguration of needed reforms, by the pursuit of a wiser policy, a degree of progress will be rendered possible far in advance of that which could be achieved or in justice demanded under the present circumstances ; and German, valuable not only in itself, but also for the light it sheds upon the English, a Teutonic tongue, be made a popular study in our schools.

FRENCH.

French is taught by special teachers, and to only the two higher classes of a department. From one to three hours per week is devoted to it. Infringement upon the time set apart for instruction in French is a practice which should be discontinued. Classes under the charge of the same teacher, but of different schools, displayed a marked want of correspondence in degree of proficiency, though studying for the same length of time. To what may this be ascribed? The results in French, sometimes good, were often far from being commendable.

GENERAL MANAGEMENT.

Good order and discipline prevail generally throughout the schools. The instances in which it was found necessary to report unfavorably in this regard were few. The time during which pupils pursued the studies of the same grade was, in some cases, unduly prolonged. The law determining the maximum number of pupils that shall constitute a class was also occasionally overstepped.

Respectfully,

ARTHUR McMULLIN,

Assistant Superintendent.

REPORT OF ASSISTANT SUPERINTENDENT
WILLIAM JONES.

HON. HENRY KIDDLE, *City Superintendent* :

DEAR SIR—In accordance with your instructions, I herewith present you with such views as have been suggested by the examination of the classes of the primary grades during the year just ending. The series of examinations which occupied the first half of the year, to the time of the annual vacation, enabled me to obtain a knowledge of the methods of instruction pursued and the results attained in the classes of the lower grades. Since the present series commenced, on the 1st of November, I have had an opportunity of ascertaining the conditions of the higher grade classes, the detailed results of which have been reported to you and are on record.

The importance of Primary School instruction cannot be too highly appreciated when we consider that it constitutes the foundation of our noble system of education, which is the pride and glory of the citizens of this city, who so generously contribute their millions toward its continued maintenance. That the methods employed should be those which experience has shown to be the best and which tend to the development of the youthful mind, leading it carefully to observe, and then to describe in its own language what it has perceived, admits of no doubt. That teachers should be selected possessing the neces-

sary ability to discharge this important trust is equally obvious, and that they should feel the responsibility which devolves on them in training the young in accordance with the principles and in pursuance of the methods which the wisdom of the past has presented, is equally plain. The idea that any one who can read, write, and has a superficial knowledge of arithmetic, is competent to discharge the duties devolving on teachers in our Primary Schools is a fallacy, which experience and observation have clearly shown. On the contrary, it is often a much easier task to instruct those who have been thoroughly taught in all of the grades of the Primaries and have been promoted to the Grammar Schools, than it is to take the untrained mind of the child who has just left the nursery and accustom it to habits of order, attention, and careful reflection.

The average attendance of pupils in the Primary Schools and Departments is about sixty-five per cent. of the whole number in attendance in all of the schools; it is, therefore, obvious that thousands of these never enter the Grammar Departments, but engage at once in the various employments in which the necessities of parents compel them to labor. The importance of a thorough acquaintance with reading, spelling, the meaning of words; a familiarity with the tables and the fundamental rules of arithmetic; and an ability to write a plain, legible hand, becomes to such a necessity, without which their paths in life would be surrounded with difficulties which would prevent them from achieving that success which all desire to attain. Whatever else, in addition to all this, can be advantageously added is exceedingly desirable, and should be taught, but those are essentially important, and should not be neglected. In order that inexpe-

rienced teachers may properly engage in this work, the Teachers' Manual has been prepared, which contains not only a statement of the subjects to be taught, but the order in which they should be presented to the mind and the methods to be employed. And, as it sometimes happens in our schools that the youngest teachers take charge of the lowest grade classes, it is necessary that the Principal, or some competent teacher of enlarged experience, shall have the supervision of these grades, and render to the former that aid which they require. Where this is done in kindness, the young and inexperienced soon become apt and successful instructors. It is very gratifying to know that thousands of boys and girls, who are compelled to leave school at an early age without being permitted to receive the benefits of a higher education, have enjoyed such advantages in the Primary Schools as, if properly cultivated, will enable them to enter the race in life with every prospect of success. The careful grading of classes, the attention required of the pupils, and the ability displayed by the teachers, have contributed to give to these schools the reputation which they deservedly have enjoyed. In order that they may be made more successful, if possible, than heretofore, I desire to call the attention of teachers to some things which, in my judgment, are susceptible of improvement. The lower grades are sometimes under the charge of those who have recently graduated from the Normal College, and have received a certificate from the City Superintendent, after a most thorough examination ; and yet, for want of the requisite experience on the part of the newly-appointed teacher, these classes would suffer were it not for the assistance rendered by the Principal or Vice-Principal who has the supervision of these classes. It cannot be expected that the young teacher will immediately be as successful as those

who have had the benefit of a much larger experience. On the contrary, they require to be taught in principles and methods, which previously they had only theoretically learned. Scholarship disciplines the mind and is a very important element of success, but the teacher must possess tact in imparting instruction and an ability to maintain order, with a due regard to the feelings of the young children committed to her charge. These come fresh from the nursery, free from restraint, and necessarily become uneasy when compelled quietly to sit on crowded benches and obey the strict rules of the school. Galleries are often crowded from the lowest to the highest seat, with no division line between the classes, and it becomes a very difficult task to maintain perfect order or successfully to impart instruction; consequently, these teachers should have the sympathy and cooperation of Principals, who should show a willingness to overlook unintentional errors and a cheerful readiness to give the timid and inexperienced teacher, in the midst of such surroundings, such hints and advice as the circumstances of the case demand. Where this is done, and the hints and advice are kindly received and followed, it is rarely that the teacher fails in her work; but, gratefully appreciating the labors of the Principal, exerted in her behalf, she finds her duties lightened and her task one which affords her profit and delight.

As progress in the higher classes depends on the thoroughness and efficiency of the teaching in the lower ones, the importance of aiding the newly-appointed teachers becomes apparent. The schools which are known as the most successful are those in which constant supervision, careful management, and kind and harmonious feelings exist on the part of Principal and assist-

ants, and where all feel that the faithful discharge of duty is paramount to every other consideration.

The progress made in these schools by the pupils of the Sixth Grade is often very astonishing. Within two months after entering the class, they are able easily to recognize and read the names of objects with which they are familiar, to spell them correctly, and then give the sounds of the letters composing these words, in accordance with the instructions received in the Saturday Normal School. Not only in the branches named, but also in Numbers is the same proficiency exhibited, so that promotions from the Sixth to the Fifth Grade often takes place within a period of three months.

When books are first placed in the hands of children in the Fifth Grade classes, there is not always a compliance with the suggestions and methods contained in the Manual, and consequently the reading is bad, being mechanically taught. Words may be correctly pronounced, and pauses observed, when there is no taste displayed, the resemblance to conversation is wanting, and it is evident that the pupils have no clear comprehension of the subject which the lesson teaches. This fault is very apt to occur, and needs close attention and proper correction if we would make natural and elegant readers. The work must be begun at the outset and continued through all the grades, if successful results are to be attained. When we have called the attention of teachers to these defects, we have been met by the reply "that there are so many subjects required to be taught, that there is not sufficient time allowed for reading, in order to comply with the requirements of the Manual and make the pupils

excellent and intelligent readers.” Some classes contain fifty or sixty children, and before all can read the time given has expired, and there is none for conversation on the lesson read, or for the teacher to read in concert with the class, with a view to an improvement in style and cultivation of taste. The same answer is made when deficiencies in arithmetical exercises are apparent, and practical examples are not correctly performed. Reading, spelling, definitions, writing, tables, and arithmetic, are essential to success in life, and there should be sufficient time allowed for thoroughness of instruction in them. In arithmetic more practical examples should be given to familiarize the mind with such as the pupils meet with when suddenly transferred from the class-rooms and employed in retail stores, where thousands who have never entered our Grammar Departments may be found. To retain these situations they must have a good knowledge of tables, calculate readily, and write a fair hand, or they must give way to others who can. It is no uncommon occurrence to meet children of eight, nine or ten years of age in these stores, who never enter our day-schools afterward. How important to them is thoroughness of instruction in these fundamental branches, and what care should be taken to have it properly given.

Notwithstanding the spelling lesson of the day is required to be written on the slates in the classes of the three higher grades, and also the words to be orally spelled, yet when words and sentences are given at the time of examinations, to be written from dictation, the spelling is not what should be expected. This may result from the practice of some teachers of writing on the blackboard the lesson of the day, and requiring the pu-

pils to copy the words as written ; while if required to write them from dication, they would be compelled at all times to rely on themselves, which would be an essential benefit to them. Exercises of this character should be given daily, care being taken to have all errors properly corrected.

Slate writing is not uniform, some of it being of a superior character, while we have numerous specimens difficult to be deciphered, and all from children in the same class. Every effort should be made to have the results in this exercise as uniform as possible. Long pencils well sharpened should be kept exclusively for this purpose, and collected when the writing is finished. Care should be observed that every child properly holds his slate and pencil, and sits in an erect posture. Much of the disparity exhibited in the specimens alluded to, is doubtless attributed to the want of proper methods, which if attended to with care, would be avoided.

The course of studies, as well as the directions contained in the Manual, require that in order to avoid mere formal definitions of words, which are sometimes not understood and only committed to memory and recited, sentences shall be given, in which the word may be used to illustrate its meaning. The importance of this exercise needs no argument, as it is obvious to all. And yet, how often does the teacher ask the child to give a sentence in which the word is used, without proper regard to its meaning ! The words table, horse, and others of a similar character, are given and a definition asked for. " My mother has a table ; " " My father has a horse," are the answers received. No attempt is made to define the word by a sentence illustrating its meaning. And these replies are constantly accepted, until the

pupils consider that the definition is given when such a sentence is uttered. If suitable sentences were employed and the meaning of words properly illustrated, the mind would be quickened into active exercise and thought would be developed. In this manner, the pupils may be aided in their first lessons in composition, which is a most useful exercise, and may be taught in the two higher grades. The penmanship, or book-writing, is not as satisfactory as the necessities of children demand. In most of the schools, the want of proper accommodations retard the desired progress. Desks are sometimes needed in class or assembly-room, and the children cannot write with the pen oftener than once a week, and then, as the time is limited, but little advancement is made. More desk room and more time are required, if we would have better results. Again, most of the writing-books have too much space occupied with the elements of letters, and not enough with small words. This is particularly the case with book No. 1. There is a hesitation on the part of Principals to give their scholars No. 2, because it is said that the lower classes of the Grammar Departments use the former. I have had occasion to observe in previous reports, that I thought it a waste of time to spend so many precious hours in writing the elements in books, when words and sentences on the slate were often very beautifully written by many of the higher classes. No. 1 might be used in those of the Second Grade. No. 2, in the First Grade. If this course is taken, and more time allowed to this exercise, we should have better specimens of penmanship in our Primary Schools than are generally presented for our inspection.

Object lessons are taught in all of the classes, as provided for

in the Course of Studies ; the results are better known to my associate, Assistant Superintendent Calkins, who has generally examined in that study.

However desirable it may be to pursue this branch to the extent required, it is doubtful if sufficient time can be devoted to it and have the other studies carefully and thoroughly taught. In your last Annual Report, you suggested that some modifications might be made to accommodate those who could not remain at school a sufficient length of time to devote their attention to such exercises ; if these suggestions could be adopted in certain schools it would be, under the circumstances, a wise regulation. Very much saving of time and much good would be accomplished if we had a class of Readers, written in a simple style, on natural history, carefully illustrated, so as to be easily comprehended by the pupils ; these would convey very useful information and afford an opportunity for an analysis of the lesson by the class and its teacher. Such books we do not have at this time, though there is an occasional lesson of that character to be found in most of the Readers. This information would enrich the mind, encourage pupils carefully to observe what they saw, and enable them more accurately to describe the results of such observation. Less time would then be consumed in the teaching of this important subject than at present, and the other branches, such as arithmetic and writing, could receive increased attention.

The By-Law limiting the number of pupils in any class to seventy-five pupils, was designed to prevent the crowding of rooms and galleries, whereby the atmosphere would become vitiated, to the injury of pupils and teachers. Is it not an evasion of the spirit of the law if two teachers are placed in the same

crowded apartments, instead of one, and have two classes taught therein? The principals are urged by parents, and their efforts are seconded by trustees, to admit their children, notwithstanding the rooms are already too greatly crowded, and four classes are constantly taught in the assembling room. The great want is additional accommodations in our school buildings to meet the ever-increasing demand. In most of the school buildings there are seldom more than eight class-rooms besides the gallery for the accommodation of the primary department, and these are altogether inadequate to meet the wants of pupils. The new school edifice occupied by Primary School No. 1, situated in Ludlow street, near Delancey, in the Tenth Ward, was opened about the first of October, and although a large and commodious structure, it has now an attendance of nearly 1,400 pupils. The other Primaries in that and adjacent Wards are full to overflowing, as are others in various portions of the city, and the demands made for the admission of pupils render additional accommodations absolutely necessary.

The discipline of the classes as reported to you is as is shown at the time of examination, when the principal, the teacher, and the examiner are generally present. That their presence tends to maintain order will not be doubted. Besides, children think examination day is one of the most important days in the year; and if at any time they try to observe the rules, it is on that occasion. It is, therefore, difficult to determine the exact character of the discipline of the class when in charge of the teacher alone. Principals and teachers complain of the difficulties which they encounter in their efforts to maintain proper order and enforce obedience. They state that the want of proper home government has its influence in the class-room.

While most of the children are ready and willing to obey, the coarse and the rude boys defy the authority of the teacher and impair the discipline. There can be no question that self-possession, patience, and kindness of disposition, greatly assist in the government of children. Love usually begets love; but unfortunately, there are pupils on whom it seldom makes an impression, and they therefore fail to appreciate the motives which actuate the teacher. If corporal punishment should be used, it need not be until other reasonable means are exhausted; but when thus rendered necessary it is better to employ that remedy, if thereby the child can be saved and kept in school, than to suffer it to go to destruction by a disgraceful dismissal. It sometimes appears to the uninitiated an easy task to govern a class, consisting of from forty to seventy boys, whose dispositions and home training are of so varied a character; but experience has overthrown many a cherished theory, and demonstrated that the wise man understood the meaning of the words which he wrote, "Spare the rod and spoil the child." Were it known that this mode of punishment could be administered in extreme cases and under proper regulations, I believe there would rarely be a necessity for its employment; but when bad boys boldly defy their teachers and proclaim that they have no power to punish them, then the discipline of that class is sadly impaired, and some effectual remedy should be employed.

I have already extended this Report to a much greater length than I originally proposed, and must defer alluding to other subjects at this time. What we aim at is to make our system of primary instruction as efficient as its importance demands, so that the tens of thousands who receive no other instruction than these schools afford shall be thoroughly taught reading, spelling,

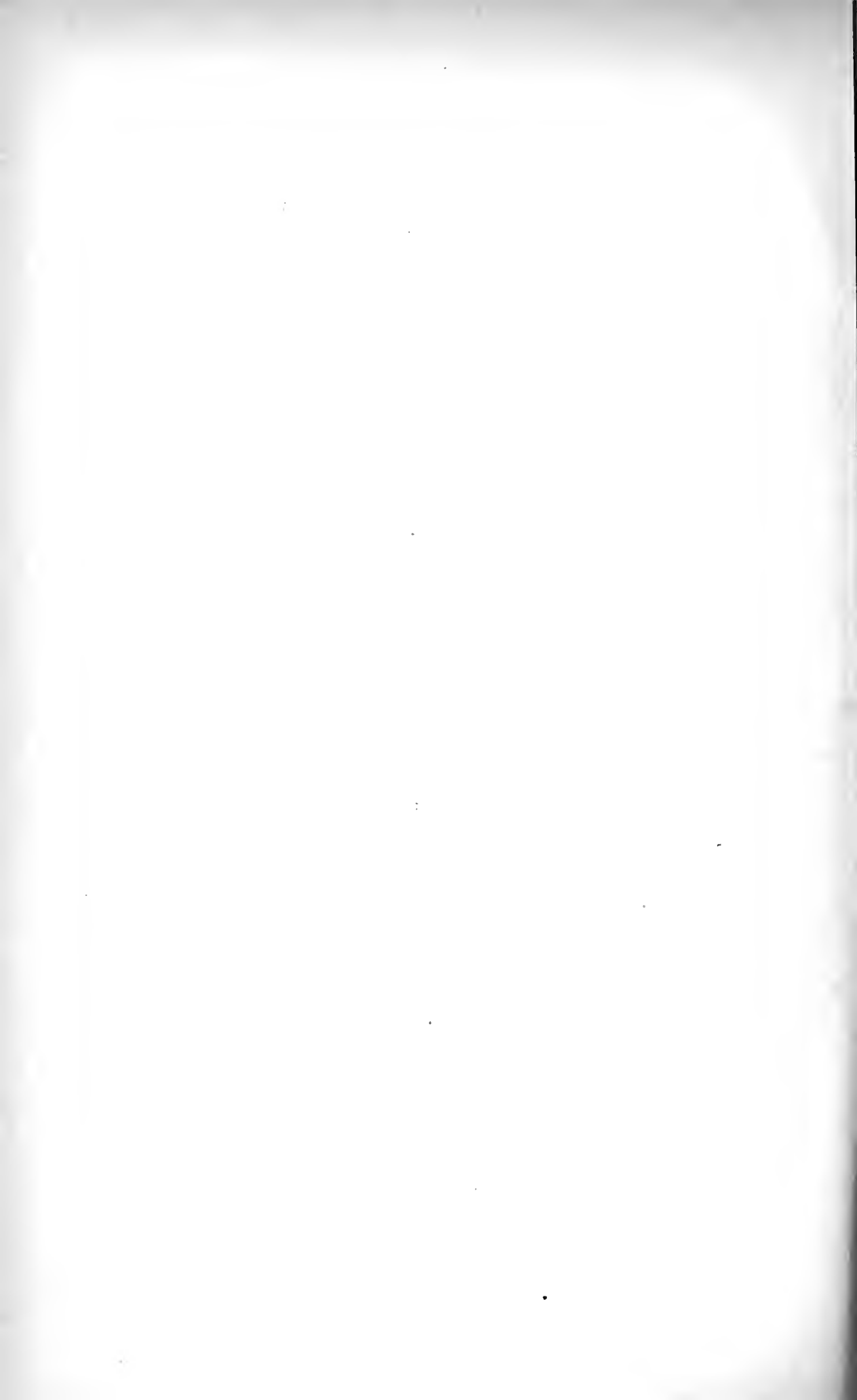
writing, and arithmetic, and if possible, such other branches as will impart useful information, cultivate the mind, improve the taste, and lead the pupils carefully to observe the beauties of nature which everywhere invite their attention, as well as to prepare them faithfully and successfully to discharge every duty devolving on them in future life. Nor should we, while developing the intellect, overlook the heart ; but by precept as well as by example, strive to develop and cultivate the affections, so that the lives of those who pass from our schools may be as cheerful as they may be useful, a blessing to society and the world.

Respectfully submitted,

WILLIAM JONES,

Assistant Superintendent.

NEW YORK, *December 29, 1873.*



A LIST OF LICENSES GRANTED BY THE CITY SUPERINTENDENT
DURING THE YEAR ENDING DECEMBER 31, 1873.

FOR GRAMMAR AND PRIMARY SCHOOLS.

Abarbanell, Jacob	Barringer, Theodore B.
Ashforth, Fannie A.	Bailey, Annie S.
Anthony, Elizabeth F.	Clark, Elijah D.
Adams, Esther A.	Cooper, Harriet L.
Beitel, Charles H.	Comstock, Abbie H.
Barr, Margaret E.	Cozens, John C.
Begen, Lizzie A.	Curran, Mary A.
Bradish, James H.	Collord, Clara
Bronson, Camilla	Crawford, Anna A.
Boyle, Evelyn E.	Curtis, Mary A.
Buffing, Emma	Crosby, Samuel
Buckbee, Alice A.	Donahue, Lucy A.
Butler, Jane	Davidson, Ida A.
Brady, James V.	Duncan, Sarah J.
Byrnes, Lizzie S.	De Forest, Mary S.
Beames, Christiana J.	Drew, George W.
Byrnes, Jennie	Doyle, Kate
Bernhardt Joseph	Dougherty, Rebecca
Bauer, Mary	Dudley, Fannie H.
Brown, Susie M.	Ewing Henrietta
Bowne, Eugenia J.	Everitt, Ida A.
Babcock, Maria	Edelman, Sarah R.
Benjamin, Harriet	Eustis, William H.
Banks, Sheppard	Fitzsimons, John M.
Berndollar, Sarah	Finley, Margaret J.

Fahey, Honora E.
 Fletcher, Emily
 Frank, Yereth
 Fitzpatrick, Kate
 Fagnani, Charles P.
 Friedberg, William
 Finnegan, Mary E.
 Farnham, Alden B.
 Flynn, Silena A.
 Gafney, Mary
 Gardner, Adelaide D.
 Greenwood, Grace
 Goodwin, Catharine
 Grauert, William
 Garvin, Frances R.
 Gregory, Christopher
 Graham, Anna A.
 Gallagher, Mary J.
 Guiles, Mary H.
 Gallagher, Angela
 Goodrich, Henry H. R.
 Hochheimer, Emanuel
 Holmes, Mary
 Haslett, Janet S.
 Hunt, Anna
 Hughes, Kate L.
 Hamlyn, Carrie R.
 Hastings, Hattie H.
 Hays, William
 Hale, Mary E.
 Hummel, Bertha
 Hunter, Kate D.
 Hartough, Sarah A.
 Hilliard, Maggie J.
 Jones, Sarah E.
 Joyce, Maria J.
 Kiernan, Kate C.

Keogh, Emily A.
 Knickerbocker, Edgar
 Kelly, Anna M.
 Kelsey, Ellen J.
 Knox, Alice T.
 Lyons, Louisa F.
 Lanpher, Alfred K.
 Leipziger, Henry M.
 Levermann, Nannie L.
 Lynch, Katie
 Leary, Joseph W.
 Lehwess, Sophia
 Levy, Rebecca
 Lowenfels, Bertha
 McWalters, Lanra
 Murray, Alice
 Moran, Kate L.
 McGuire, Annie J.
 McGovern, Rosa A.
 Murphy, Kate
 McCabe, Emma A.
 McAndrews, Mary E.
 Mallary, R. De Witt
 Moore, Carrie L.
 Meagher, Bridget F.
 McWhinney, Agnes
 Mackenzie, Josephine
 Murray, Caroline
 Mahoney, Kate C.
 McGarry, Mary
 McManus, Annie
 Merrill, Eva L.
 McClusky, Mary K.
 McMains, Jennie
 Noble, Mary
 Neustadt, Alice
 Neppert, Emma

Norcott, Mary J.
 Nichols, M. Louise
 O'Connor, Mary E.
 Ormsbee, Clara P.
 O'Neil, Isabella F.
 O'Brien, Kate
 Oberndorfer, Grace M.
 Poulson, Elmer
 Pease, Charles H. G.
 Pollock, Ida L.
 Pierce, Etta J.
 Potts, Mary A.
 Parsons, Mary E.
 Pomeroy, Ralph
 Pinner, Emma M.
 Page, Anna E.
 Preece, Emma L.
 Purdy, M. Isabel
 Penfield, Sarah J.
 Patterson, Hattie A.
 Pell, Eliza
 Pine, Katie F.
 Probst, Louise
 Palmatier, Isabella C.
 Panlou, Elmiro M.
 Quinn, Ellen L.
 Ryder, Henrietta
 Richman, Julia
 Root, Julia K.
 Rutzky, Fannie
 Richards, Elizabeth P.
 Roden, Alice
 Rutter, Harriet L.
 Roche, Margaret
 Ramsay, Louise F.
 Roy, Isabella
 Smith, Emma L.

Struss, Wilhelmina
 Spalding, Minnie E.
 Salisbury, Lizzie M.
 Sawin, Kate
 Seixas, Josephine
 Suydam, Ida C.
 Shorey, Ella G.
 Shannon, Annie E.
 Stewart, Anna E.
 Schadel, Minnie
 Stein, Helen A.
 Swan, Mary J.
 Spillane, Mary A.
 Sparks, Lucretia E.
 Strasburger, Mina
 Sackett, Mary M.
 Smith, Emily
 Skinner, Arthur A.
 Tomney, Elizabeth F.
 Tait, Amanda D.
 Tompkins, Cecilia E.
 Thomas, Charlotte E.
 Van Beuren, Mary B.
 Van Cott, Theodore S.
 Vanderbilt, Elizabeth
 Van Beuren, Ella B.
 Waterman, Emma
 Wrage, Hermann
 Wade, Susie E.
 Wadekind, Kate E.
 Woodhull, Amelia
 Wood, Lillie B.
 Wright, Mary E.
 Woodward, Rebecca C.
 Wilson, Elizabeth
 Willis, Hattie J.
 Wilbur, Urlaville A.

Wright, Alice C.

FOR EVENING SCHOOLS.

Anderson, Adaline	Birdseye, Julia A. J.
Abbott, Charles F.	Clarke, William B.
Abarbanell, Jacob	Conklin, Thomas W.
Bates, James T.	Combs, George H.
Baurens, Louisa	Caldwell, L. W.
Bennett, Frank	Cusick, James
Brown, Mary G.	Connor, Elizabeth
Blackstock, Jennie	Camp, Theodore D.
Blanchard, James	Church, William S.
Brennan, Mary A.	Combs, Mary B.
Burns, Maggie	Cullivan, Mary
Baird, Maggie R.	Connolly, Mary A.
Belzer, Josephine	Cloherly, James P.
Brady, Kate	Cone, Esther K.
Barnes, Hannah E.	Carty, Charlotte
Burns, Elizabeth A.	Corre, Maggie E.
Bettmann, William	Clesham, Delia
Bagen, Eugene	Coleman, Francis
Baulch, Helen J.	Cozens, Josephine
Buckley, Lawrence	Cady, Charles E.
Busteed, Richmond	Coughlan, Rosalie
Borts, Isaac	Carroll, Emma L.
Bryant, James	Currie, Emma
Burnett, Janet C.	Cogan, Mary
Behringer, George	Comings, Frances
Burnett, Elizabeth C.	Carroll, Mary E.
Birdseye, George W.	Connolly, Elizabeth
Beilby, Mary A.	Caldwell, Francis
Bernhardt, Joseph	Connell, Mary A.
Bigley, Joseph H.	Campbell, David H.
Bryant, Charlotte	Crosby, Samuel
Breen, Isabella	Carroll, Clotilda
Boone, Emma	Conway, Walter R.
Banks, Sheppard	Duffy, P. G.
Berlitzheimer, Isaac	Donnelly, Michael J.

Dennehy, Ellie
 Davis, Mary G.
 Donahue, Anna
 De Witt, Mary L.
 De Motte, Mary
 Dunn, Elizabeth
 Delaney, Julia T.
 Dowling, Joanna
 Donaldson, James H.
 Dolan, Mary C.
 Deleenheer, Josephine
 Dougherty, Maggie
 Dugan, Jennie
 Dupont, Sarah A.
 Daly, Maria
 Dougherty, Mary E.
 Drummond, Michael J.
 Dwyer, Margaret
 Drew, George W.
 Eisenlord, Jerome
 Ecker, Charlotte
 Esler, Hattie
 Edler, Adolphus H.
 Fruchnicht, J. H.
 Ferguson, Grace
 Farrell, Edward
 Farrell, Henry M.
 Fuster, Anton
 Flinn, Mary E.
 Furlong, Joanna
 Furey, Joseph G.
 Ford, Nellie
 Farrell, Charlotte
 Flynn, Annie C.
 Fisher, James B.
 Fitzgerald, Hannah
 Fanning, Thomas

Friedberg, William
 Gaddis, William L.
 Gaddis, David E.
 Greenwood, Alcy
 Garvey, Emma F.
 Gormley, Alice
 Grunenthal, Philip
 Gorenflo, Thusnelda
 Guernsey, Mary
 Graham, Anna A.
 Goodwin, Ella F.
 Goodrich, Henry H.
 Gass, Catharine
 Grogan, Ellen M.
 Harman, John
 Healy, Lizzie A.
 Hochheimer, E.
 Harsch, Louisa
 Haggerty, F. Joseph
 Hays, Kate
 Hackett, Mary C.
 Howe, Oscar P.
 Hunter, James
 Hohoff, Ernest
 Hook, Emmeline
 Healy, Margaret
 Hunter, Martha
 Hasson, Mary F.
 Hendrickson, Emma
 Holley, Abner B.
 Hanly, Mary G.
 Hessel, George C.
 Hinds, Esther
 Hays, William
 Heinmuller, William
 Heald, Benjamin C.
 Harley, Kate A.

Hodges, Julia
 Hartman, Rosina
 Hoffman, Annie
 Higgins, John F.
 Howe, Seward C.
 Herbst, Robert
 Hays, John B.
 Hoag, John W.
 Hogau, Kate
 Hassett, Mary F.
 Hauschel, Charles
 Hoyt, William M.
 Jennings, Ophelia
 Jones, Mary E.
 Johnstone, Anna B.
 Jones, Henry A.
 Johnson, Barbara
 Jones, L. Eugene
 Jewett, Lucy F.
 King, George E.
 Killeen, Lizzie F.
 Kirk, Alfred M.
 Knickerbocker, Edgar
 Koenan, Agnes
 Keating, Theresa
 Klein, Herman
 Kernahan, Maggie
 Kelly, Mary E.
 Knight, Martha
 Kolb, Lewis M.
 Königsberg, David
 Knoke, William G.
 Leopold, Bertha
 Luhr, William
 Lee, Rosa
 Lyon, Mary L.
 Lamb, Mary

Lennon, George D.
 Lyons, Wallace
 Long, Marshall
 Leipziger, Henry M.
 Lennon, Mary J.
 Lanpher, Alfred K.
 Moore, James
 McGinn, John
 McAleer, Sarah
 Morehouse, Samuel
 Maguire, John T.
 Macia, Gabriel
 Murphy, Esther
 Mulrooney, Isabella
 McDonnell, Mary F.
 McSorley, Mary A.
 Milligan, Lizzie
 Murphy, Maggie
 MacKean, James
 Mitchell, Mary
 McIvor, Stinson
 McDonald, Margaret
 McGill, Margaret
 Moneghan, Ellen
 Murphy, Anna
 Maples, B. W.
 Maybee, Nicholas
 Marston, Stanhope
 Moran, Jane
 McCanary, M.
 Mitchell, George M.
 Murphy, James
 Moritz, Moses
 Murray, Margaret
 McLaury, William P.
 Myersfeld, William
 Mitchell, Herbert

McCormick, Sarah
 McCormac, Elizabeth
 Mooney, Kate M.
 Myers, Kate H.
 McCaffery, Sarah J.
 McCaffery, Catharine
 Mayer, John M.
 Morrogh, Peter
 Murray, Marion
 Mahoney, Martha
 Mead, E. Ann
 Morse, William H.
 McCarthy, Jane C.
 McLennan, Henrietta
 Nehrbas, Charles H.
 Neylan, Dora
 Norcott, Lizzie F.
 Nungasser, Barbara
 Newell, Kittie
 Nammock, Charles C.
 Nolan, Annie
 O'Brien, James
 O'Reilly, Patrick
 O'Neil, Rose M.
 O'Brien, Mary C.
 O'Brien, Bridget K.
 O'Hara, Kate
 O'Hare, Frances
 Owen, William A.
 O'Donnell, Michael J.
 Olney, Charles F.
 Phillips, Esther
 Paegelow, Adolphine
 Pardee, Lizzie
 Pettigrew, James R.
 Poulson, Elmer
 Palmer, Riley B.

Pitman Emily
 Plumb, Sandford
 Perham, Theodore
 Parsells, Mary L.
 Peterson, Anna
 Poole, Jennie
 Pittenger, Isaac M.
 Pratt, Edward
 Price, Mary J.
 Reardon, Jane
 Randall, S. W.
 Rogers, James
 Rhoads, Sarah
 Raven, Herman
 Ryan, Sarah A.
 Ray, Martin H.
 Roden, Bessie
 Rogers, Annie F.
 Root, Julia K.
 Richardson, Sarah
 Rother, Frederick
 Rosenblatt, Walter M.
 Rourke, Joanna
 Rohrschneider, Elizabeth
 Rasch, Paul
 Stamper, Phebe
 Scaulon, Maggie E.
 Sterne, Herman
 Stephens, Kate
 Southworth, Joseph
 Spence, Margaret
 Sim, John R.
 Swartz, Mary
 Smith, Frances
 Snyder, Wilhelmina
 Stroh, Charles R.
 Smith, Mary A.

Smith, Mary E.	Van Cott, Theodore S.
Snyder, Anna E.	Van Everen, John N.
Schaffer, Charles H.	Valentini, Philip
Sullivan, Margaret	Van Vleck, Abraham
Selater, Richard A.	Walsh, Kate A.
Strauss, Charles	Wicks, George T.
Shepperd, Elizabeth	Weibel, John
Sisk, Eliza	Wagner, Elizabeth
Storey, Adelaide	Wild, Sarah
Scarlett, Isabella	Walsh, Susie V.
Sweezy, Richard	Wright, J. Frank
Stratton, Alexander	Winters, William
Shepperd, J. Henry	Warner, Charlotte
Schulte, Adam E.	Wiley, Fannie
Smith, Letitia	Wilson, Thomas
Seebach, Henrietta	Willis, Tillie
Tonnison, Sarah	Warner, Louisa F.
Tooker, Lucretia	Wanzer, Sarah
Twomey, Catharine	Walker, John A.
Terhune, Lucy	Westphal, Emma
Tripp, Mary E.	Woodworth, Jacob
Tompkins, Mary H.	Wrage, Herman
Thompson, Henry	Wait, Louise M.
Taylor, Emma V.	Woodman, Henrietta
Ure, Jennie	Wood, Henrietta L.
Underhill, Mary A.	Warner, Jacob S.
Van Akin, Georgiana	Weineck, Oscar
Van Ramdohr, Alex.	

FOR SPECIAL SUBJECTS.

German.

Bernhardt, Joseph	Heymann, Seligmann
Berdenwerper, Robert C.	Nungasser, Barbara
Berry, Josephine	Shellack, Emil
Buckholtz, Mary	Schulte, Adam E.
Constantini, Frederica	Schnakenberg, Marie
Eckstein, Pauline	Stein, Helen A.
Gfröhrer, F. Joseph	Stöckler, Dora

French.

Carpentier, Fannie
Jewett, Lucy F.

Koestler, Felix J. B.
Morvillier Joseph

French and German.

De Wailly, Elfrida

Music.

Ashforth, Fannie A.
Dolan, Sarah
Dupont, Sarah A.
Jeroliman, Madeline
Murphy, Julia
Phillips, Mary

Sawyer, Mary E.
Torboss, Mary
Tillman, Charlotte
Wallace, William
Waterman, Emma

Drawing.

Bassiée, Cecilia
Newberry, Eliza M.

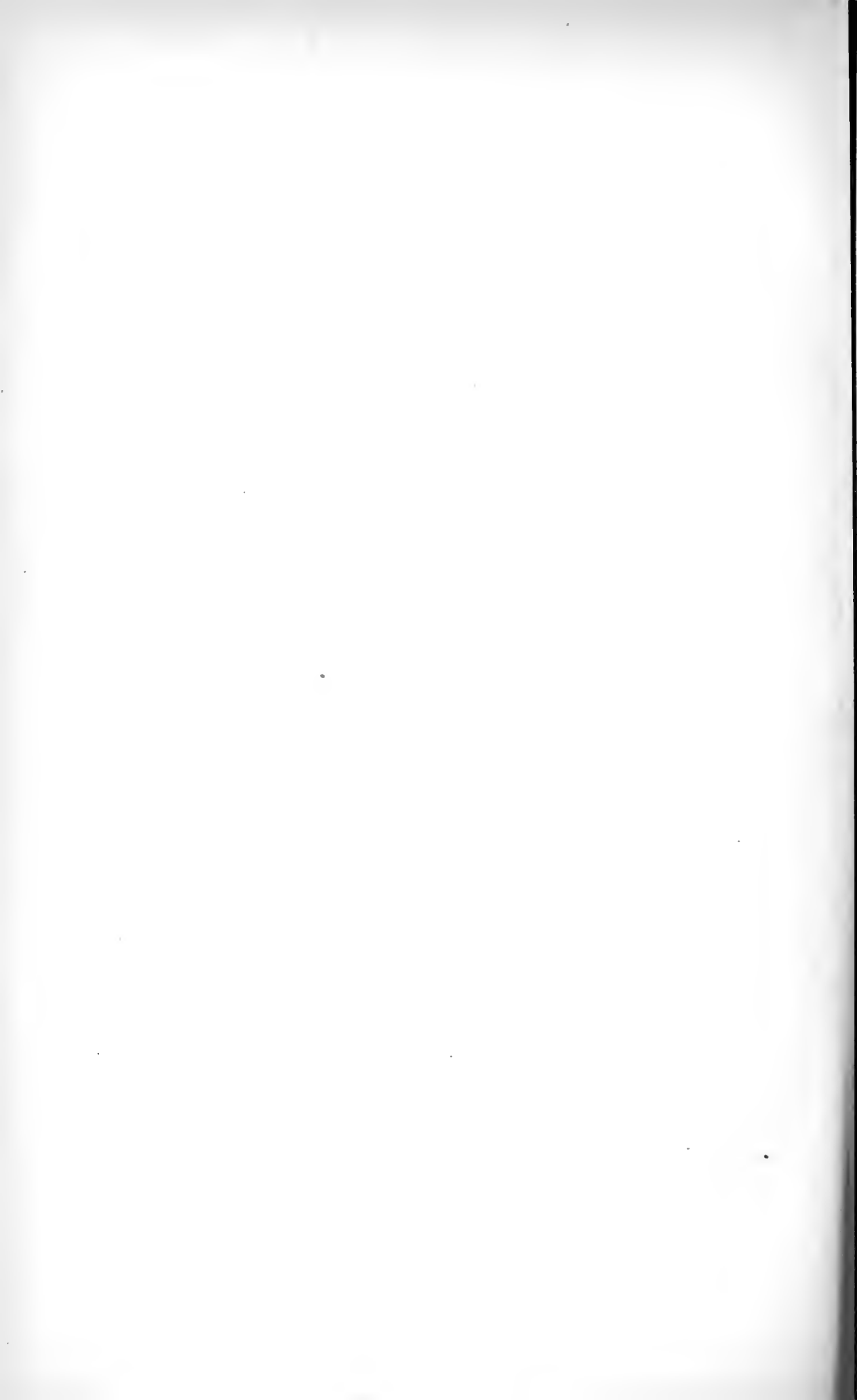
Wendt, Emmie M.



REPORT

OF THE

President of the Normal College.



REPORT

NORMAL COLLEGE, }
NEW YORK, JANUARY 15, 1874. }

To the Honorable the Board of Education :

GENTLEMEN : In compliance with the By-Laws of your Board, I hereby beg leave to present my annual report of the Normal College for the year ending Dec. 31, 1873.

ATTENDANCE, ETC.

Number	of students	on Register	January 1, 1873.....	971
"	"	"	since admitted.....	497
"	"	"	discharged (including graduates)....	467
"	"	"	remaining on Register Dec. 31, 1873..	1,001
"	"	"	who graduated June, 1873.....	83
"	"	"	now in the Sixth Grade.....	89
"	"	"	" " " Fifth Grade.....	123
"	"	"	" " " Fourth Grade.....	43
"	"	"	" " " Third Grade.....	168
"	"	"	" " " Second Grade.....	105
"	"	"	" " " First Grade.....	473
Average attendance from Jan. 1, 1873, to Dec. 31, 1873....				816
Number of sessions held during the year 1873.....				473
"	"	colored students admitted June, 1873.....		9

ATTENDANCE OF MODEL PRIMARY SCHOOL.

Whole number taught in 1873.....	412
“ “ on Register Dec. 31, 1873.....	299
Average attendance for 1873.....	256
Number of pupil-teachers who gave lessons.....	94

GRADUATES OF 1873.

The class of students who graduated last June was, though the smallest, decidedly the best since the establishment of the College. They were the first class that could fairly claim the institution as their genuine *alma mater*; for they entered in the lowest grade, and after stringent examinations, were promoted step by step until the curriculum was completed. The Faculty of the College and the City Superintendent of Schools can both bear testimony to the superior attainments of the graduates of '73. The graduates of previous years had been admitted into different grades, had received every variety of instruction, and lacked that uniformity of mental training so essential to thorough classification and progress in study. That many of them were superior scholars, and have since evinced remarkable ability as teachers, is unquestionably true; but it must be stated that these young ladies came from schools which had already achieved a high reputation. In the beginning the instruction of the students was greatly embarrassed by deficiencies in some of the rudimentary studies; so much so, indeed, that we were compelled to maintain a continual review. This state of affairs was happily ended last June. It was the determination of the Faculty to raise the College by raising the standard of scholarship, even if we failed to graduate only half the number of previous years.

By elevating the pupil-teachers, the whole system of public education was benefited. A very few deficient graduates could injure the College to a great extent. They would do more harm than ten times the number of excellent scholars could do good.

LIST OF GRADUATES OF 1873, IN THE ORDER OF MERIT.

- | | |
|------------------------------|--------------------------------|
| 1. Jackson, Caroline Cooke | 26. Borner, Caroline F. |
| 2. Collord, Clara | 26. Keeler, Charlotte E. |
| 3. Oberndorfer, Grace Miriam | 26. Panlon, Elmire Margaret |
| 3. Wilbur, Urlaville Asten | 26. Quinn, Ella Loretta |
| 3. Wright, Mary Eugenia | 30. Berrian, Harriet Elizabeth |
| 6. Fletcher, Emily | 30. Miller, Jane Quick |
| 7. Moore, Carrie Louisa | 30. Park, Julia Hall |
| 7. Neustadt, Alice | 30. Vanderbilt, Eleanor |
| 9. Murray, Caroline Amelia | 30. Waring, Laura |
| 9. Van Beuren, Ella B. | 35. Graham, Anna Augusta |
| 11. Gallagher, Angela | 35. Mooney, Sarah |
| 11. Whitlock, Mary Grace | 35. Pine, Catharine F. |
| 11. Wilson, Elizabeth | 35. Timms, Ella F. |
| 14. Norcott, Mary Isabella | 35. Rosenthal, Rachel |
| 14. Swan, Mary Jane | 40. Albert, Emily |
| 16. Probst, Louisa | 40. Lynch, Kate G. |
| 16. Stein, Helen A. | 40. Nichols, Mary Lousie |
| 18. Roy, Isabella | 43. De Forest, Mary Sheldon |
| 19. Dougherty, Rebecca | 43. Fitzpatrick, Kate Cecilia |
| 19. Edelman, Sarah | 43. Gallagher, Mary J. |
| 19. Noble, Mary | 43. Guiles, Mary Helen |
| 22. Burr, Eveline Mary | 43. Mcagher, Bridget Frances |
| 22. Hunter, Kate | 43. Smith, Emily B. |
| 22. Schadel, Minnie | 43. Stewart, Anna Elizabeth |
| 22. Woodward, Rebecca Cope | 50. Benjamin, Harriet |

50. Nicholson, Emily Jane	68. O'Neil, Isabella Frances
52. Boole, Clara Virginia	68. Willmot, Laura Varian
52. Dickey, Sarah Alletta	70. Crawford, Anna Amelia
52. Furlong, Isadora	71. Hartough, Sarah Augusta
52. Leverman, Nannie L.	71. Mackenzie, Josephine H.
52. McWhinney, Agnes Mary	73. Boole, Grace Isabel
52. Merrill, Eva	73. Lowenfels, Bertha
58. Ferguson, Sarah Murray	75. Babcock, Maria
58. McGarry, Mary Anna	76. Thompson, Kate Steele
58. O'Brien, Kate	76. Sackett, Mary Mead
61. Bower, Mary	78. Duncan, Sarah Jane
61. Haynes, Nellie	78. Hatch, Sarah Wood
61. McKenna, Mary Elizabeth	78. Mahoney, Kate Cornelia
64. Davis, Flora Foster	78. Spillane, Mary Agnes
65. Bowne, Eugenia Josephine	78. Strasburger, Mina
66. Davidson, Ida Augusta	78. Talkington, Grace V.
66. Wood, Lillie Bancker	

To this list five other names were subsequently added. These young ladies were "conditioned," and, having passed a satisfactory examination in September, received their diplomas.

MEDALS AND REWARDS.

The true way to diminish punishments is to multiply rewards.

In 1870, Mrs. OSWALD OTTENDORFER donated \$1,000 to the Normal College, the interest of which was to be devoted to procuring two medals, one of gold and the other of silver, to be awarded to the two students who made the greatest progress in the study of the German language.

The OTTENDORFER Gold Medal was awarded to Miss CAROLINE BROUNER,

And the OTTENDORFER Silver Medal was awarded to Miss ANNIE M. DALTON.

A beautiful volume was also awarded to Miss JULIA GERAGHTY, by Mr. F. W. Christern, one of the Examiners.

In 1872, J. GRENVILLE KANE, Esq., donated \$1,000 to the Normal College, the interest of which was to procure a gold medal to be awarded to that student who passed the best examination in Physiology.

The KANE Gold Medal was awarded to Miss MARY SHELDON DE FORREST.

Since the organization of the College, JAMES KELLY, Esq., Inspector of Schools, has given, each year, two medals, one of silver and the other of bronze, to the two graduates who excelled in the methods and principles of teaching.

The KELLY Silver Medal was awarded to Miss ALICE NEUSTADT,

And the KELLY Bronze Medal was awarded to Miss MARY EUGENIA WRIGHT.

In 1872, JAMES S. BARRON, Esq., gave a prize of \$50 in gold for proficiency in Elocution. To this he added in 1873 a further prize of \$50 in gold for proficiency in Music.

The BARRON Prize for Elocution was awarded to Miss MINNIE FERRERO,

And the BARRON Prize for Music was awarded to Miss BERTHA BARUCH.

In Elocution, honorable mention was made of Miss ADA LOUISA COURTIER.

In Music, honorable mention was made of Miss HELEN STEIN.

In 1872, the ASSOCIATE ALUMNÆ of the Normal College granted a gold medal to the best student in Physics. In 1873 the grant was repeated.

The ALUMNÆ Gold Medal was awarded to Miss CAROLINE COOKE JACKSON.

In 1872, WILSON G. HUNT, Esq., gave a gold medal for proficiency in Latin. He repeated his gift in 1873.

The HUNT Gold Medal was awarded to Miss CLARA COLLORD.

HONOR STUDENTS.

The names of the ten best students at the time of graduation were : Caroline Cooke Jackson, Clara Collord, Grace M. Obendorfer, Urlaville Asten Wilbur, Mary Eugenia Wright, Emily Fletcher, Carrie Louisa Moore, Alice Neustadt, Caroline Amelia Murray and Ella B. Van Beuren.

The names of the students who stood highest in their respective classes were :

Clara Collord, A6.

Isabella Roy, B6.

Caroline Cooke Jackson, C6.

Anna Louise Cowell, A5.

Minnie Elizabeth Knoth, B3.

Mary Ward, A2.

Barbara Leyendecker, B2.

Betty Shuster, C2.

Annie Madalene Dalton, B5.	Mary Mahoney, C2.
Jemima Haslett, B5.	Marguerite Merington, D2.
Elizabeth Jane Hunter, C5.	Elinor Funk, E2.
Evelyn Mandeville, A4.	Elizabeth Robertson, A1.
Marion Loomis Hendrickson, B4.	Emma Hawthorn, B1.
Mary L. Cope, C4.	Sarah Magunigal, C1.
Sarah Agnes Robinson, D4.	Bertha Veronica Koehler, D1
Rachel Walters, A3.	Irene Lawrence, E1.

To the above-mentioned young ladies was awarded the PRIZE OF THE BOARD OF EDUCATION, consisting of \$150 worth of books.

ADMISSIONS FROM THE PUBLIC SCHOOLS.

The whole number of pupils admitted from the Public Schools last June was 495. Of these 9 were colored. The following tables will show what schools and what Wards are best represented :

SHOWING THE NUMBER OF PUPILS ADMITTED FROM EACH OF
THE FEMALE GRAMMAR SCHOOLS AT THE EXAMINATION IN
JUNE, 1873.

Ward.	No. of School.	No. Admitted.	Ward.	No. of School.	No. Admitted.	Ward.	No. of School.	No. Admitted.
4th.....	1	7	11th	22	2	12th	43	1
7th.....	2	10	6th	23	0	5th	44	14
9th.....	3	13	6th	24	3	16th	45	18
13th.....	4	0	17th	25	4	12th	46	4
14th.....	5	0	20th	26	Boys'	15th	47	70
12th.....	6	Boys'	19th	27	3	20th	48	16
10th.....	7	0	22d	28	5	21st	49	49
8th	8	3	1st	29	3	18th	50	17
22d	9	0	14th	30	6	22d	51	0
15th.....	10	13	7th	31	Boys'	12th	52	1
16th.....	11	Boys'	20th	32	Boys'	19th	53	17
7th.....	12	1	20th	33	28	12th	54	0
17th.....	13	6	13th	34	3	16th	55	Boys'
21st.....	14	13	15th	35	Boys'	16th	56	18
11th.....	15	1	11th	36	0	12th	57	Boys'
9th.....	16	Boys'	12th	37	24	22d	58	Boys'
22d.....	17	20	8th	38	3	19th	59	0
19th.....	18	23	12th	39	24		*1	1
17th.....	19	10	18th	40	Boys'		*2	2
10th.....	20	0	9th	41	23		*3	6
14th.....	21	4	10th	42	6	Total..... 495		

* Colored.

SHOWING THE NUMBER OF PUPILS ADMITTED FROM EACH
WARD AND EACH SCHOOL DISTRICT AT THE EXAMINATION
IN JUNE, 1873.

WARDS.	NO. OF PUPILS.	WARDS.	NO. OF PUPILS.
1st.....	3	14th.....	10
2d.....	0	15th.....	83
3d.....	0	16th.....	36
4th.....	7	17th.....	20
5th.....	14	18th.....	17
6th.....	3	19th.....	43
7th.....	11	20th.....	44
8th.....	6	21st.....	63
9th.....	36	22d.....	25
10th.....	6	Colored Schools	9
11th.....	3		
12th.....	54	Total	495
13th.....	3		

DISTRICTS.	NO. OF PUPILS.	DISTRICTS.	NO. OF PUPILS.
1st.....	33	5th.....	100
2d.....	30	6th.....	106
3d.....	72	7th.....	122
4th.....	23	Colored Schools.....	9

An examination of the above statistics will prove some singular facts in relation to the present site of the College. From the section of the city bounded by Rivington street and West Houston, both the rivers and the Battery, including the First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Tenth, Thirteenth, and Fourteenth Wards (just half the number of Wards in the city), and containing sixteen Female Grammar Schools, there were only sixty-three pupils admitted to the College at the last examination. While from the Seventh District, composed of the Twelfth, Nineteenth, and Twenty-second Wards, and containing eleven Female Grammar Schools, 122 pupils were admitted. The Twelfth Ward, whose territory is north of Eighty-sixth street, sent fifty-four (almost as many as from the eleven down town wards), and forty-eight of these came from two schools, No. 37 and No. 39. From the Sixth and Seventh Districts there were 228 pupils admitted. These districts lie north of Twenty-sixth street. Of the 100 pupils sent from the Fifth District it might be found, I have little doubt, that seventy-five per cent. of them reside north of Twenty-third street. It is safe to say that five-sixths of all the students now in the Normal College reside above Fourteenth street. It is not distance that prevents the down town schools from availing themselves of the advantages of the Institution; for from the Ninth Ward, to whose children the College is most inaccessible, thirty-six pupils have been admitted. The Third School District, composed of the Ninth and Sixteenth Wards (very unfavorably located as regards the College), sent us seventy-two pupils. Compare this number with the twenty-three that came from the Fourth School District (with its teeming population and its numerous schools), and it will be seen that distance has nothing to do with admission to the College. The three Female Grammar Schools of the

Eleventh Ward sent but three candidates. But it may be said that if the College were down town there would be a different state of things. Not at all; for the statistics of last year, when the Institution was located in Fourth street, showed similar results. I wish it distinctly understood that these facts and figures are not exhibited for the purpose of depreciating the schools in the lower Wards of the city. On the contrary, when all the circumstances of location and population are taken into consideration, as they ought to be, these schools and teachers deserve great praise; and the only wonder is that they have been able to do so well. The simple fact is that the great majority of scholars in the First, Second, and Fourth School Districts are obliged to leave school, some in the Primary and others in the lower Grammar School classes, long before the age that would make them eligible for admission to the Normal College. The facts and figures prove this:—the College edifice is almost central for the people who desire to avail themselves of its advantages. With the admission of the three towns of Westchester, and with the tide of population ever pressing northward, *the building will, in a few years, be too far down town.*

STUDIES.

But slight alteration has been made during the year in the course of study. Four recitations a day, or twenty per week, are required from every student in the College. There can be no deviation on the part of any instructor from this programme. Ten minutes are allowed for the opening exercises; ten minutes for quotations from the young ladies; twenty minutes for one-half the students to practice vocal music, while the other half is employed in letter-writing, spelling, grammar, arithmetic, and

such other rudimentary studies as may need reviewing. By this arrangement the four regular recitations are not interrupted. During the first years of the existence of the Normal College the necessity for continual reviews, owing to the great diversity of attainment, consequent upon forty or fifty different methods of teaching, created great embarrassment and delay. When forced to teach subjects supposed to have been completed in the supplementary classes, nay, when compelled in some instances to *unteach* before correct teaching could be commenced, the studies of least moment went necessarily to the wall. And thus it was that the studies of German and French not infrequently suffered. When the young candidates for positions in the schools were required to pass a good examination in algebra, grammar and geometry, and when known to have been deficient in these essential subjects, it would have been both unfair and cruel to have compelled them to pursue studies which were non-essential. This state of things is now happily ended. During the first two years of the course five hours a week are devoted to the modern languages—three to German and two to French. During the last year the students can select either language and receive three lessons per week in it. It has been calculated by experts in the study of language that this plan will suffice to enable the College to prepare teachers qualified to instruct in either German or French. It must be borne in mind that a comparatively good knowledge of English and a fair knowledge of Latin will greatly facilitate the progress of the students in the modern languages. Nevertheless, my own opinion is that the time allotted is too short. The term should be increased to four years. Latin is indispensable not only as the best medium of cultivation, but for its practical value to the teacher. Reading, spelling, definitions, etymology, and English grammar can all be taught much better

by an instructor familiar with the Latin language. The By-Laws of your Board make German an obligatory study, and hence it must be taught.

The different branches of Natural Science have been taught hitherto in bare outline and by means of lectures. This course entailed but very little, if any, home study. In teaching geology, zoology, botany, etc., the object was to furnish the future teachers with such general information as would enhance the value of their instruction, and to create and foster such a taste for these sciences that subsequent improvement would follow as a matter of course. If the main object of the Institution were not to furnish able and intelligent teachers for the Public Schools, it would doubtless be much wiser to devote the time allotted to one branch of science, and study that more thoroughly. The inductive method of investigation and the general mode of analysis, as applicable to one branch, could afterward be applied to each and all. The plan, for example, pursued in the study of geology, if applied subsequently to mineralogy or botany, would make the work comparatively easy.

The important department of Physiology, Anatomy, and Hygiene has suffered since the late Professor Redfield's illness interrupted his labors. The health of the scholars and of the teachers absolutely demand that this branch of study should hold no secondary place in the College curriculum. And I trust that the Committee on Normal Schools will secure the services of some female physician who can teach by authority, and teach in a way to effect the greatest amount of good. One or two lectures each day would suffice to prepare the teachers so that they would know how to take care of their own health and that of the children committed to their care.

It is a matter for congratulation that the Committee on Normal Schools have appointed a teacher of Calisthenics. Physical culture becomes now a part of our programme. By means of music and rubber chest-expanders, a series of light and beautiful exercises is performed every day. Every young lady is compelled, unless excused for cause, to exercise daily for fifteen minutes. I would state in this connection that at the end of every recitation five minutes are given for relaxation, passing from class-room to lecture-room, chapel, or calisthenium ; that half an hour is given every day for amusement and promenading ; and that every precaution is taken to make the students both happy and healthy.

LATIN, LITERATURE AND HISTORY.

The following extracts are taken from Professor Dundon's report to the President :

"In Latin, the aim of the instructors and myself has been 'to make haste slowly.'" Short lessons have been given, so that *thoroughness* as far as possible might be secured. Experience shows that of the Collegiate studies, Languages are most easily forgotten in after years. The only and true remedy is to be found in the complete mastery of the *mechanism* before the work of translation is regularly pursued.

"*English Literature.*—The interest in this subject as a means of culture goes on increasing year after year. To the one sex it recommends itself more strongly than to the other, owing, no doubt, to a keener relish for the beautiful, and possibly too, because of the social consideration to which knowledge of this kind leads. To this interest there is one serious drawback, namely, the want of a library, containing, say, a score copies of each of the principal authors reviewed. At present we can only present our pupils with a guide-book instead of taking them on a tour of observation to see and examine for themselves. On every side complaint is made of the overwhelming tide of literary trash. Its volume can only be lessened by placing within the reach of students the noble masters of English Literature. Banish the readers of unworthy literature, and the purveyors and writers will be annihilated.

“History.—In this department our efforts are directed toward the causes that influence and mould civilization, toward the relation of great facts, and toward laying something of a solid foundation for a subsequent superstructure.

“In my special department of English Literature the back-bone of which is a knowledge of English History, the labors of my instructors are of invaluable assistance.”

In relation to the departments under Professor Dundon's charge, I would state that the progress has been very satisfactory. The students have been well grounded in their Latin; they have taken up, in turn and in their natural order, the Histories of Greece (together with a preparatory outline of Egypt, Persia, etc.), Rome, England and the United States; they have been taught composition, rhetoric and English literature. The recitations and quotations during the morning exercises impart a very powerful impetus to the study of the history and literature both of England and America. It has been remarked that the young ladies who belong to the two College literary societies excel in logical expression.

PHYSICS AND CHEMISTRY.

This department, or more correctly these two departments, are under the charge of Professor Gillet. If Chemistry could be transferred to the department of Physiology, where it properly belongs, and if the Professor had charge only of Physics and Mathematics, which are kindred in their nature, he would still have ample work for one man to do. The following remarks are extracted from Professor Gillet's report to the President :

“Since we have been in the new building, where we have ample facilities for carrying out whatever plans seem best, we have taken special pains to dimin-

ish the amount of home study on the part of the pupil as much as possible. We are fully convinced that the only remedy for weary hours of vague and profitless home study, on the part of a large percentage of pupils, is pointed and judicious instruction on the part of the teacher in the class-room. And we believe that such instruction is profitable for even the brightest pupils. We hold that this class instruction should always *precede* home study. We think we have reason to feel that we have made some progress in this direction, although we are far from accomplishing all that we think it is possible and desirable to accomplish.

“The method of marking pupils upon written *monthly* or *topical* examinations has now been extended to the lowest grade in my department, with general satisfaction to both teachers and scholars. In addition to its many other advantages (to some of which I referred in my last report), this method of marking seems to me to save the scholars from a great deal of useless worrying. They have no occasion to be over-anxious lest they make failures in their daily recitation, and each pupil feels that she has a chance to understand a topic thoroughly before she is marked for her knowledge of it. We are careful to make these monthly examinations so short that they may be written with the greatest deliberation.

“All of my assistants have worked during the year with an energy, a faithfulness, and an ability worthy of the highest commendation. I have been more than gratified with the readiness and cheerfulness with which they have carried out every suggestion that I have made with reference to their work.

“On visiting the classes taught by my assistants, I have been struck with the excellent spirit manifested by the pupils. While I have [noticed] considerable difference of ability in the different divisions, especially of the first grade, I have found each pupil apparently trying to do her best. I have been especially impressed with the cheerfulness, fidelity and ability with which the senior classes are doing their work.

“We have already made considerable addition to our chemical and physical apparatus since we entered the new building, and we shall need to make quite extensive additions yet before we become fully equipped for work.

“Thanks to the generosity of the Committee on Normal Schools, we expect soon to be provided with all the material we need for purposes of instruction.

It is hardly necessary to say that, in an institution like ours, one needs sufficient apparatus for a clear and thorough illustration of all the subjects taught. The subjects of chemistry and physics when clearly illustrated are sufficiently interesting in themselves, and do not need to be made attractive by an array of brilliant experiments. We need an apparatus for elucidation and not for display."

The Departments of Mathematics, Physics and Chemistry, under the careful and energetic supervision of Professor Gillet, have been eminently successful. The Professor, by devoting many of his leisure hours after 2 o'clock, to the work of preparation, has been enabled to save to the Board the expense of an assistant.

GERMAN AND FRENCH.

I have already alluded to the difficulties under which this department has labored, and to the changes recently effected, which, it is hoped, under the scholarly direction of Professor Schlegel, will result in the elevation of these important studies. The promotion of Miss Joanna Mitchels and the appointment of Miss McDonough will have a marked influence upon the study of the German language. The following extracts from the report of the Professor in charge will explain more fully the embarrassments under which he has performed his work :

"In the first term, from February to June, I instructed in German, with the excellent assistance of Miss Mitchels, who gave two lessons a week in the classes of the First and Second Grades. The other classes, with the exception of the Sixth Grade, which had no instruction in modern languages, received partly two lessons a week, partly only one, given by myself. The grammatical elements were continued, together with the translation of easier pieces from German literature, and occasional exercises in conversation, as far as practicable. The instruction in the French language was divided between

Mademoiselle de Wailly in the First and Second Grades, and Madame Bassie in the Third, Fourth and Fifth Grades, comprehending the elements of grammar, with translations from one language into the other. One lesson in the Fifth Grade was given by myself, introducing the pupils to French literature and to practical conversation.

“In the second term, beginning with the 1st of September, the instruction in German and French had to be limited to one lesson a week in some classes, and temporarily suspended in others, owing to the increase of the classes and to the want of a further tutor in my department. This defect, however, has been remedied since, for which I am much indebted to the interest you took in the instruction of languages and to the Committee on Normal College, who appointed Miss McDonough as a tutor in my department. She is now giving the instruction in German in seven classes of the First Grade to my entire satisfaction. Since the 1st of November the pupils have received three hours a week in German and two in French in all classes of the First, Second, Third, and Fourth Grades. In the Fifth Grade they choose between the two languages, with three hours in either. Thus German is taught in A6, B6, and A5; French in B5 and C5.”

METHODS AND PRINCIPLES OF TEACHING.

This department of normal instruction has been under the care of the PRESIDENT, assisted until September last by Miss Ida Bruce, and since then by Miss Isabelle Parsells. Object and objective teaching have received especial attention, and specimen lessons have been given by the pupil-teachers, but for want of a school of practice, with indifferent results. All correct teaching being based on the principles of psychology, both instructors have aimed to show the effects of the subjects taught upon the different faculties of the mind. When time permitted, the PRESIDENT has directed his efforts more especially to methods of School Discipline and Government. He has tried to infuse into the minds of the pupil-teachers a few cardinal principles:

First, to bring to their work a spirit of zeal and enthusiasm. Second, to command respect by deserving it. Third, to make their scholars as far as possible self-governing. Fourth, to issue as few orders as possible. Fifth, to demand just sufficient order to enable them to teach. Sixth, to keep their scholars busily employed. Seventh, to make proper allowances for sickness and disease. Eighth, to be occasionally a little blind and deaf—not to see and hear too much. Ninth, never on any account to punish a child either morally or physically while angry or irritated. Tenth, to bring to the work of instruction a well-stored mind, etc., etc.

Experience has taught the fact that young teachers suffer most for want of power to govern their classes, and that disorder arises, not so much from any inherent depravity in the hearts of the children, as from want of tact and discretion on the part of the instructor. A spirited horse will try to throw an unskillful rider, and so a class of bright boys will frequently endeavor to obtain the mastery over a crude and inexperienced teacher. Practical work in the class-room, trial, experiment and repeated efforts day by day, under criticism and instruction, are what these apprentice teachers most require.

THE TRAINING SCHOOL.

The Training School is indispensable. A Normal Institution without a School of Practice is literally “The Play of Hamlet, with the part of Hamlet left out.” Hitherto, there was a sort of opportunity to practice teaching in the model Primary School, but since the removal of the College to Sixty-ninth street, even that opportunity is lost. I trust that your Board will expedite

the completion of the Training School on Lexington avenue. It is sorely needed, not only for the College, but for the accommodation of the inhabitants of a growing neighborhood.

ORDER AND DISCIPLINE.

The general spirit manifested by the students, their punctual and regular attendance, and their desire to carry out the wishes of those placed in authority over them, command my warmest admiration. I have been surprised to find lateness reduced to one-third of one per cent. and absence to those absolutely compelled to remain at home owing to sickness or death in the family. Such is the desire of the young ladies to excel in studies and to stand high before their instructors, that I have been forced to issue an order that no student in any junior class shall study more than two hours per day at home. It is very gratifying to be able to state that since the foundation of the Normal College, not a single student has been dismissed, not one suspended, and not one reported to the committee for disobedience. In relation to the order and discipline, Miss L. F. Wadleigh, Lady Superintendent, reports :

“Our removal to the present spacious building has been accompanied with decided improvement in discipline and order. Still, that self-government so essential to mental and moral growth has not been fully attained. A good, wholesome discipline is the outgrowth of self-restraint and personal responsibility. It is easier to govern a child and assume his responsibilities than to teach him to govern himself. Hence, so many come to us dependent and irresponsible.”

INSTRUCTORS.

Since my last report several changes have occurred in the corps of instructors. That very able, zealous and conscientious

teacher, Professor P. M. W. Redfield, has been removed by the hand of death; and Mr. E. H. Day, appointed instructor to teach a portion of the subjects pertaining to the chair of natural science. Misses Jane Harkness and Emma L. Crasto, both meritorious teachers, have resigned, and their positions as second assistants have been filled by the well-earned promotion of Misses Joanna Mitchels and Mary E. Smyly. Miss Ida Bruce, who had few superiors in her profession, resigned last fall to enter Cornell University, and her place has been filled by the appointment of Miss Isabelle Parsells. Miss Eliza T. Chisholm has been appointed teacher of calisthenics and English composition. Misses Kennedy and Dey have been appointed to fill the vacancies caused by the promotion of Misses Mitchels and Smyly.

Generally speaking, I have been ably and faithfully assisted. The great majority of the instructors are the very best that I have ever seen. During the four years that we have been together, there has never been a single instance of discord. To their efforts I feel deeply indebted for whatever success has been achieved by the Normal College.

CONCLUSION.

The most notable event of the year, as regards the College, was the dedication of the new edifice. It cheered the hearts of all the friends of Normal instruction and the higher education of women, to find the Institution publicly indorsed and sustained by the Hon. Wm. F. Havemeyer, Mayor of the City; the Hon. Wm. H. Neilson, President of the Board; Henry Kiddle, Esq., City Superintendent of Schools; James W. Farr,

Esq., Chairman of the Committee on Normal Schools; the Hon. Wm. E. Curtis, the Hon. E. C. Benedict, and the Hon. Bernard Smyth, ex-Presidents of the Board, and many others whose names appeared in the published report of the proceedings on that interesting occasion.

To the Committee on Normal Schools and to your Board, I beg leave on behalf of the teachers and students of the Normal College, to return my most sincere thanks for the cordial support which has been given to the Institution. In this connection it may not be out of place to thank Commissioner Albert Klamroth for his very able and learned lectures on Comparative Philology.

Trusting that Divine Providence will continue to bless our efforts in the great and good cause of public education,

I have the honor to be,

Your humble servant,

THOS. HUNTER,

President Normal College.

COURSE OF STUDY

FOR THE

NORMAL COLLEGE.

GRADE I. FIRST YEAR—FIRST TERM.

Latin.—Principia Latina to Passive Verbs.

History.—Smith's (condensed) Greece.

German.—Schlegel's German Grammar ; the first ten lessons.*

Algebra.—Stoddard's, through Simple Equations of one unknown quantity.

Geometry.—Through First Book of Hunter's Geometry.

One Lecture per week on *Physiology*.

One Lesson per week in *Music* and one in *Drawing*. The usual Reviews. Penmanship.

GRADE II. FIRST YEAR—SECOND TERM.

Latin.—Principia Latina to the Rules of Syntax.

History.—Smith's (condensed) Rome.

German.—Schlegel's German Grammar ; from 10th to 17th lesson.

French.— “ French “ “ 1st to 10th lesson.

Geometry.—Hunter's 2d, 3d, and 5th Books.

Natural Philosophy.—Rolfe and Gillet's. Sound, Heat, and Electricity.

Two Lectures per week on *Natural Philosophy*.

One Lesson per week in *Music* and one in *Drawing*.

Book-keeping and Penmanship.

* Five hours per week are devoted to French and German—two hours to the former and three to the latter—during the first two years of the course ; and during the last year, the students select either language, and receive three lessons per week in it.

GRADE III. SECOND YEAR—FIRST TERM.

Latin.—Principia Latina completed.

History.—Hume's England.

French.—Schlegel's French Grammar reviewed to lesson 29.

German.— “ German “ “ “ 19.

Algebra.—Stoddard's Simple Equations completed ; Radicals and Quadratic Equations.

Astronomy.—Rolfe and Gillet's. Earth, Stars and Nebulæ.

Botany.—Through the Organization of Leaves and Flowers.

One Lesson per week in *Music* and one in *Drawing*. The usual Reviews.

GRADE IV. SECOND YEAR—SECOND TERM.

Latin.—Extracts from Caesar, Sallust and Cicero.

Rhetoric and Composition.—Boyd's, through Figures.

French.—Schlegel's French Grammar, from lesson 23 to 29.

German.— “ German “ reviewed.

Trigonometry.—Plain Trigonometry and its Application to Astronomy.

Astronomy.—Kiddle's. Solar System.

Two Lectures per week on *Optics*, and one each on *Mineralogy* and *Osteology*. One Lesson per week in *Music* and one in *Drawing*. The usual Reviews.

GRADE V. THIRD YEAR—FIRST TERM.

Latin.—Searing's Virgil, through Book II.

Literature and Composition.—English Writers from Edward III. to Queen Anne.

German.—Schlegel's German Grammar, from lesson 40 to 54.

French.— “ French “ “ “ 20 to 32.

Algebra.—Stoddard's Higher Equations.

Astronomy.—Kiddle's Earth, Tides, Eclipses and Application of Plane Trigonometry.

Geometry.—Davies' Solid Geometry.

Zoology.—Tenney's Natural History.

Two Lectures per week in *Chemistry*.

Two Lectures per week on *Anatomy and Physiology*. *Object Teaching* and *Reviews*. *Music* and *Drawing*.

GRADE VI. THIRD YEAR—SECOND TERM.

Object Lessons.—Calkins.

Intellectual Philosophy and the *Art of Teaching*.

Practice in the Training School.

Literature and *Essays*.

Civil Polity.—One Lecture per week

German or French.—Conversations.

Algebra, Geometry, Astronomy, Arithmetic and *Grammar* reviewed
to develop the power to teach.

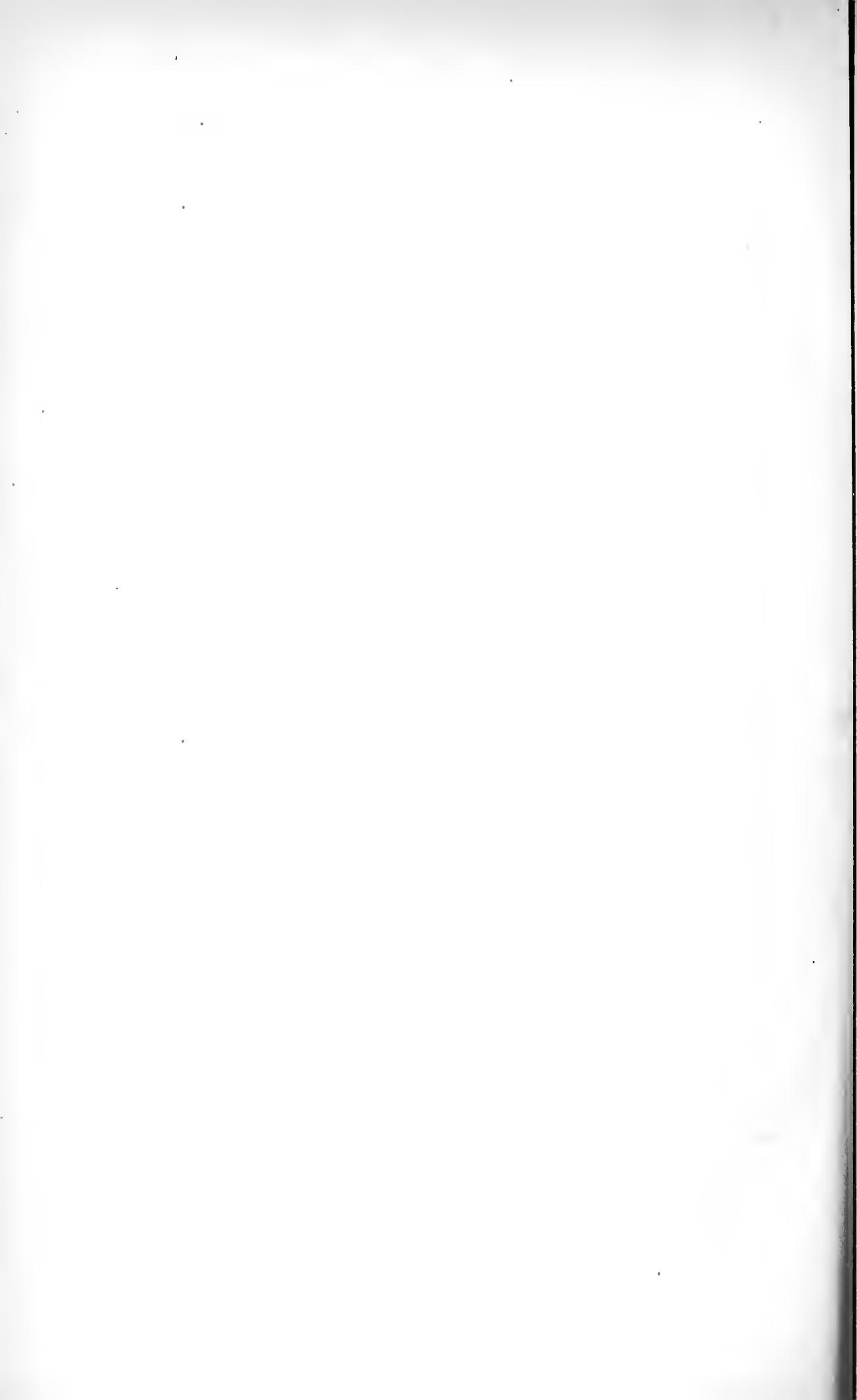
Two Lectures per week on *Physiology*.

Three Lectures per week on *Physics*

COURSE OF INSTRUCTION

PRESCRIBED FOR

Grammar and Primary Schools.



COURSE OF INSTRUCTION

PRESCRIBED FOR

GRAMMAR SCHOOLS.

EIGHTH GRADE.

Reading—Of the grade of a Third Reader (first half), with a review of punctuation, Roman numbers, and elementary sounds ; and with exercises on the subject-matter of the lessons.

Spelling—From the reading lessons, with miscellaneous words, and words derived therefrom ; also exercises in writing words and short sentences from dictation. Particular attention to be given to the use of capitals.

Definitions—From the reading lessons, to teach the meaning of the words, with illustrations by forming sentences ; in no case to be committed to memory and mechanically recited.

Mental Arithmetic—As far as in written arithmetic, to include exercises in the analysis of operations and examples, and in rapid calculation without analysis.

Written Arithmetic—Through the simple rules and Federal money, with practical examples.

Tables of weights, measures, etc., reviewed, with practical illustrations and simple applications.

Geography—Primary Geography, including the general outlines, with definitions and illustrations, by means of the globe, of the form, magnitude, and motions of the earth, zones, etc.

Elementary Science—By oral instruction in the qualities and uses of familiar objects, such as articles of clothing, food, materials for building, etc.; also a knowledge of geometrical forms, with illustrations on the black-board and by models.

SEVENTH GRADE.

Reading—Of the grade of a Third Reader (latter half), with exercises as in the Eighth Grade.

Spelling and Definitions—From the reading lessons, with exercises in miscellaneous words and sentences, as in the previous grade.

Mental Arithmetic—As far as in written arithmetic, with exercises in analysis and calculation.

Written Arithmetic—A review of Federal money; common fractions commenced; simple operations to be taught, with practical applications, avoiding difficult or complex examples.

Tables of weights and measures reviewed and applied.

Geography—Outlines of North America, including the United States and West Indies, with the descriptive geography of those countries; only conspicuous or important localities to be taught;

elementary definitions and illustrations continued, with the addition of latitude and longitude.

Elementary Science—By oral instruction ; the qualities and uses of familiar objects ; also an outline knowledge of zoology.

SIXTH GRADE.

Reading—Of the grade of a Third Reader, with the exercises of the preceding grade ; particular attention to be given to clearness of articulation and naturalness of intonations and general style.

Spelling—Oral and written as in preceding grades.

Definitions—As in the preceding grades, with easy exercises on the prefixes and suffixes, and their applications.

Mental Arithmetic—As far as in written arithmetic, with exercises as in the preceding grades ; also practice in the application of the arithmetical tables.

Written Arithmetic—Through common fractions with their simple applications ; including also a review of Federal money, and practice in the simple rules to secure rapidity and accuracy.

Geography—Of the United States in detail ; localities as in the preceding grades, with a brief description of each State and Territory.

Elementary Science—By oral instruction. The uses and qualities of familiar objects continued ; also an outline knowledge of botany, including the general structure and common uses of plants.

FIFTH GRADE.

Reading—Of the grade of a Fourth Reader (first half), with the exercises of the preceding grades.

Spelling and Definitions—From the reading lessons, as in the preceding grades.

Mental Arithmetic—As far as in written arithmetic, with exercises as in the Sixth Grade.

Written Arithmetic—Through decimals, with practical applications in both common and decimal fractions, and their conversion one into the other.

Geography—Local and descriptive, through South America and Europe; the topics of the preceding grades to be occasionally reviewed in outline.

Elementary Science—By oral instruction. The uses and qualities of familiar objects; also an outline of mineralogy, illustrated by specimens.

FOURTH GRADE.

Reading—Of the grade of a Fourth Reader (latter half) with particular attention to emphasis, intonation, and naturalness of expression.

Spelling and Definitions—As in the preceding grade.

Mental Arithmetic—A review of the preceding grades, with exercises in calculation and analysis.

Written Arithmetic—Through denominate numbers and fractions, with practical applications.

Geography—Local and descriptive, through Asia, Africa and Oceanica ; localities as in the preceding grades.

English Grammar—To include the analysis, parsing and construction of simple sentences, and with such definitions *only* as pertain to the parts of the subject studied.

History of the United States—The early discoveries and the outlines of Colonial History to 1753 ; important events only to be taught, with such dates as are especially requisite for a complete understanding of the subject.

Elementary Science—By oral instruction ; the topics of the preceding grades continued and reviewed, and, in addition, the simple outlines of Physiology and Hygiene.

THIRD GRADE.

Reading—Of the grade of a Fourth Reader, continued, with exercises as in the preceding grades.

Spelling—From the reading lessons, with exercises in writing miscellaneous words and sentences, and in the analysis and construction of words, according to the rules for spelling. *Definitions* from the reading lessons.

Mental and Written Arithmetic—Commercial, through percentage, interest, and profit and loss. Problems to be chiefly such as involve the ordinary business transactions.

English Grammar—Continued, with the analysis, parsing and construction of easy, complex and compound sentences ; also writing short compositions, under the inspection of the teacher.

History of the United States—From 1753 to 1789 ; the outlines of the Revolutionary War to be taught, and the events which led to the adoption of the Constitution.

Natural Philosophy—Including Mechanics, Hydrostatics, and Pneumatics. A simple text book to be used.

SECOND GRADE.

Reading—Of the grade of a Fifth Reader, with spelling and definitions as in the Third Grade.

Etymology—With the analysis of words and their formation from given roots.

Mental and Written Arithmetic—Through square root and its simple applications ; problems as in the preceding grade.

Outlines of Physical Geography.

English Grammar—Continued, with analysis, parsing and construction, and the correction of false syntax ; also composition. The exercises in analysis to be such only as are required to show the general structure of sentences.

History of the United States—Outlines completed ; events and dates as in the preceding grades.

Astronomy, elementary—The solar system, with an explanation of the ordinary phenomena. A simple text-book to be used.

Natural Philosophy—Simple outlines completed, to include Acoustics, Pyronomics, Optics, Magnetism and Electricity.

FIRST GRADE.

Reading, Spelling and Etymology—Continued.

Arithmetic—Mental and written, continued with mensuration.

English Grammar—Continued, with composition, the latter to include impromptu exercises. Practice to be afforded in letter-writing, with instruction as to folding, directing, etc.

Astronomy—Outlines continued.

Algebra—Through simple equations.

General History—The outlines of Ancient and Modern.

Book-keeping.

Constitution of the United States.

The Rudiments of Plane Geometry—(First Book of Legendre, or an equivalent.)

Chemistry—Elementary principles and facts, without textbook.

Penmanship and Drawing shall be taught in each grade of the above course. Instruction in *sewing* may be given to the pupils of the Female Schools.

Such pupils as are making preparation for admission into the introductory or lowest class of the Normal College or the Col-

lege of the City of New York, shall be permitted to pursue the first grade, with such modifications as may be necessary for that purpose.

Exercises in writing sentences, paragraphs, etc., from dictation, shall be given in each grade, and the pupils, in all the grades, shall be trained in the correction of language, and taught to avoid common errors of speech.

The oral lessons in the different departments of science prescribed for the several grades shall be given with especial thoroughness and regularity, and daily if practicable, the number of lessons in each week being in no case less than three. These lessons shall be such as will train the pupils in habits of observation and reflection, as well as impart useful knowledge.

REVIEW TO PRECEDE AN EXAMINATION FOR PROMOTION.

Every examination for promotion to a higher grade shall be preceded by a thorough review of all the studies pursued in the grade from which said promotion is to be made.

REGULATION OF STUDIES OUT OF SCHOOL.

No lesson shall be given to a pupil to be learned out of school until it shall have been sufficiently explained and illustrated by the teacher to the class; nor shall the lessons be such as to require a period of study each day, in the case of a child of average capacity, longer than two hours. Exercises in grammatical analysis and parsing, and written and mental arithmetic, shall *not* be assigned for home study, except to pupils in the first grade.

On the last Friday of each month there shall be in every class of each course a general review of all the studies of the previous month, at which review all text-books shall be laid aside by teachers and pupils.

No public exhibition requiring special preparation shall be given in any school or department, if at all, oftener than once during each year, except by permission of the Board of Trustees; and no public exhibition or entertainment shall be given outside the school building without the consent of the Board of Education.

MUSIC, DRAWING, FRENCH AND GERMAN.

Exercises in vocal music, and instruction in musical notation and drawing, may be given in each Primary and Grammar School. Drawing, with exercises in perspective, and the delineation of objects, shall be taught in the Grammar Schools in the Third, Second and First Grades.

Whenever a sufficient number of parents or guardians, in any ward, shall desire it, the Trustees of said ward shall introduce the study of the German language as a part of each grade of the regular Course of Studies of the Grammar Schools; but said language shall be taught by the regularly appointed teachers, or by one or more of such teachers, designated to give exclusive instruction in this branch.

Whenever the study of German shall be thus introduced into any Grammar School, and it shall be found that none of the regular teachers in the ward are competent to give instruction in this branch, a provisional teacher may be employed in such school

for this purpose, at a salary not to exceed the average allowed for assistants, male or female respectively, in Grammar Schools, until by the occurrence of a vacancy in any of the Grammar Schools of the Ward, a regular teacher may be appointed with the qualifications required for giving instruction in German, and thereafter only the usual number of teachers shall be permitted. The services of special teachers of German not employed under this by-law shall be dispensed with.

Whenever the study of German shall have been introduced as above, it shall be pursued in the several grades according to the Course of Studies prescribed by the Board ; and pupils shall be required to show the proficiency assigned to each grade before being promoted to a higher grade, or passed for graduation.

1. On application of the Board of Trustees in any ward to the Committee on Course of Study and School Books, instruction in the French language may be given in classes of the first and second grades of the Grammar School course, by teachers specially appointed, if necessary, for that purpose, said teachers to be paid in accordance with Sec. 39 of the By-Laws.

The City Superintendent, under the direction of the Committee on Teachers, shall be authorized to confer special licenses to teachers of German in order that they may be employed to give exclusive instruction in said language; and when so employed they shall take such rank among the other regular teachers as may be assigned to them by the Trustees.

The Principals of the Schools shall examine all their classes in the prescribed branches of study at least twice a year, namely, immediately before each regular promotion, and record the results of the same in a book kept for that purpose. A report of all such

examinations shall be sent to the City Superintendent, who shall have it recorded in a book kept for that purpose. The adjectives to be used by the Principals in such examination shall be the same as those made use of by the Superintendents under these By-Laws.

2. Whenever any school is visited for examination by the City Superintendent or any of his assistants, it shall be the duty of the Principal of said school to provide the examiner with a statement showing the number of pupils on record in the class, the length of time in it, their age, the studies pursued, the progress of the pupils therein, and such other facts as he may deem requisite to enable him to form a correct estimate of the efficiency of the instruction imparted.

3. The reports made to the Board of Education of the result of such examination shall state in what manner the Principal and other teachers have discharged their duties, the attendance of the teachers, the character of each class in its respective grade, as *excellent*, *good*, *fair*, *indifferent* or *bad*; the general order and efficiency of each school, together with such other facts as may be deemed necessary or important.

4. Records of the results of such examinations shall be kept in the Superintendent's office, and transcripts from the same with regard to each school shall be sent without delay to the respective Boards of Trustees.

COURSE OF INSTRUCTION

PRESCRIBED FOR

PRIMARY SCHOOLS.

SIXTH GRADE.

READING AND SPELLING—Familiar words from black-board and chart ; also *spelling* such words from dictation. The printed words to be associated with their meaning by means of conversations with the children.

Elementary Sounds—Vowels and simple consonants, for training the organs of hearing and speech.

NUMBER—Counting and adding balls on the numeral frame, by ones to 100, and by twos and threes to 50 ; also counting other objects.

Arabic Figures—From 1 to 100, to be read at sight ; from 1 to 20, to be written on slates.


OBJECT LESSONS—*Form*—Lead the pupils to observe, in various objects, the shape of the square, oblong, cube, ball, cylinder, and then to name these shapes ; also to distinguish the different

shapes of corners. The terms straight, crooked, and curved to be taught by their application to objects, lines, etc.

Common Objects to be shown and their most obvious parts, shapes, and uses observed by the children.

Color—The six principal colors, by means of color-cards and other objects.

Human Body and familiar *Animals*—The principal parts ; also the special organs of sense to be pointed out and named.

 Each exercise, in object lessons, to be conducted with a view to form habits of attention and careful observation through the use of the senses.

DRAWING AND PRINTING ON SLATES—Making dots and small crosses in rows ; drawing lines and printing letters.

N. B.—The exercises of the Sixth Grade should not be continued upon the same subject longer than fifteen minutes at one time.

FIFTH GRADE.

READING—From the black-board, charts, and Primer. The words to be distinctly pronounced in an easy tone of voice. *The meaning of the words* to be made plain by conversations, and by their use in short familiar phrases or sentences.

Punctuation—Names and uses of the period and question-mark.

Elementary Sounds—The pupils to recognize and make the principal vowel sounds in monosyllables ; also to make the consonant sounds separately.

Spelling—Words from the reading lessons ; also other familiar words.

NUMBER—Counting and Adding, with and without a numeral frame, by threes, fours, and fives to 100 ; *adding*, separately, the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, to all numbers below 20 ; *subtracting* twos, threes, fours, and fives from numbers below 10.

Arabic Figures—Numbers of three figures (100 to 999) to be read at sight, without numeration ; also to be written on slates from dictation.

Roman Numbers—I, V, and X, with their combinations to XXXIX ; pupils to be taught how to tell the time of the day from the face of the clock.

OBJECT LESSONS—Continue the exercises of the Sixth Grade, and in *Form*, lead the pupils to observe, in various objects, the shape of the rhomb, ring, circle, and then to name these shapes ; also to distinguish the wave line and spiral line.

Common Objects—Their obvious parts, uses and shapes to be distinguished by the pupils.

Color—The pupils to point out the six principal colors in color-cards, articles of dress, flowers, and other objects.

Human Body and familiar *Animals*—Parts and uses of the limbs ; the organs of sense ; the names and uses of familiar animals.

DRAWING AND PRINTING ON SLATES—Connect dots with lines ; draw sharp, square, blunt, and round corners ; also lines in given shapes. *Print* words on slates. *Write* small, simple script letters on slates.

N. B.—The exercises of this grade should not be continued, upon the same subject, longer than twenty minutes at one time.

FOURTH GRADE.

READING—In a First Reader. The articulation to be distinct. The pupils to tell, in their own language, what they have been reading about in the lessons.

Punctuation.—Names of the comma, semi-colon, period, question-mark, and exclamation-mark.

Elementary Sounds.—The sounds of letters in words of one syllable, to give flexibility to the vocal organs.

Definitions.—The meaning of words to be shown chiefly by their use in phrases or short sentences.

Spelling.—Words from the reading lessons, and other words familiar to children.

ARITHMETIC—*Numeration*—Reading and writing numbers, through six places (100,000) ; also *adding* single columns of ten figures.

Mental Arithmetic—*Adding*, with and without a numeral frame, by sixes, sevens, eights, nines, and tens to one hundred ; also *subtracting* twos, threes, fours and fives from numbers below

thirty ; also simple practical questions in *addition*. *Oral Drills* for rapid combinations of two or more numbers, one of which should be less than ten, the other less than one hundred.

Roman Numbers—I, V, X, L and C, and their combinations below one hundred.

OBJECT LESSONS—Review the Fifth Grade, and, in *Form*, lead the pupils to distinguish, in various objects, and name the shapes rhomboid, semi-circle, crescent cone, sphere, and hemisphere ; also the positions of lines, as slanting, vertical, horizontal, and the terms surface and face.

Objects and Qualities—The principal parts, shape, color, and uses of common objects to be distinguished by the pupils. The terms sticky, slippery, brittle, tough, porous, transparent, opaque, etc., to be illustrated.

Color—Primary and secondary colors to be distinguished ; also shades and tints, as dark and light colors.

Human Body—Parts of the arm, hand, foot, etc., and their uses.

Animals—Those used for food ; what the flesh is called ; wild and tame animals to be designated.

DRAWING AND SLATE WRITING—Straight lines to be drawn in various combinations ; lines to be divided into equal parts ; also plane figures to be drawn, as squares, oblongs, triangles, rhombs and rhomboids.

Writing—Simple words, without capitals, to be written on the slate.

N.B.—The exercises of this grade should not be continued, upon the same subject, longer than twenty-five minutes at one time.

THIRD GRADE.

READING—The last half of a First Reader, or the first half of a Second Reader. The tone of voice to be natural. The pupils to tell, in their own language, what they have been reading about.

Punctuation—The uses of the hyphen, apostrophe and quotation-marks.

Elementary Sounds—The sounds in words of one syllable to be given, and silent letters mentioned.

Definitions—The meaning of words to be given, chiefly by their use in phrases or short sentences.

Spelling—Words from the reading lessons and other familiar words; also writing short words from dictation.

ARITHMETIC—*Numeration* through nine places; also writing numbers through 100,000,000. *Addition*, on slates, examples of two, three, four and five lines through millions; also, two, three and four columns of eight or ten figures each.

Mental Arithmetic—Simple, practical questions in addition and subtraction. *Oral Drills* for rapid combinations of numbers.

Roman Numbers—Their combinations to 200.

Multiplication Table—Through 6 times 12.

OBJECT LESSONS—Review the previous grades, and add, in *Form*, parallel lines, perpendicular lines, acute angle, obtuse angle, right angle, triangles, prisms, pyramids, circumference, diameter, ellipse, plane and curved surfaces.

Objects and Qualities—The principal parts, shape, color, uses and materials of common objects to be distinguished. The qualities—elastic, flexible, liquid, solid, combustible, absorbent, etc., to be illustrated.

Comparative Size—The terms large and small, long and short, thick and thin, wide and narrow, deep and shallow, tall and short.

Color—The common names of the prominent colors, shades and tints.

Human Body—The principal bones.

Animals—Their movements, their food; also the common classes, as beasts, birds, fishes, reptiles, insects.

Plants—Names of common trees, plants and flowers; also of common fruits and grains. The principal parts of trees to be mentioned.

DRAWING AND WRITING—Drawing plane figures, also lines in given positions; lines to be divided into three equal parts.

Writing—Simple words; the formation of capitals; also, how to write the pupil's name.

N.B.—The exercises of this grade, upon a single subject, should not exceed thirty minutes at one time.

SECOND GRADE.

READING—In a Second Reader. Special attention to be given to the use of conversational tones in reading. The pupils to tell, in their own language, the subject-matter of the lesson.

Punctuation—The common use of the principal marks; also the use of *italic* letters.

Elementary Sounds—Sounds of words in common use to be given, with exercises for correcting indistinct enunciation.

Definitions—The meaning of words in the lesson to be given, chiefly by their use in phrases and short sentences.

Spelling—Oral and written—Words from the reading lessons; also other common words.

ARITHMETIC—*Addition* and *subtraction*, with practical examples. *Multiplication*, with multipliers from one to twelve, inclusive.

Mental Arithmetic—Addition, subtraction and multiplication, with practical questions. *Oral Drills* for rapid combinations of numbers.

Roman Numbers—Completed.

Multiplication Table—Through 12 times 12.

Common Tables—United States Money, Time, Liquid and Dry Measures, and Common Weight (Avoirdupois), taught by illustrations, and as far as possible by the use of objects.

OBJECT LESSONS—Review and continue the topics of the Third

Grade, and add, in *Form*—pentagon, hexagon, heptagon, octagon, nonagon, decagon, arc, radius; forms to be described, also common objects, by their shape.

Objects and Qualities—The shape, size, color, uses, materials, and qualities of objects, and where obtained, the qualities, soluble, fusible, congealed, fibrous, pungent, astringent, odorous, fragrant, etc., etc., to be illustrated.

Size—Measures from one inch to one yard, with exercises in judging of these lengths.

Color—Exercises for leading the pupils to notice colors that harmonize or look well together.

Human Body—Names and uses of the organs of sense; also the uses of the bones.

Animals—Where found; their uses, habits, structure and common classes.

Plants—Their parts and uses; kinds used for food; fruits, grains, and nuts used for food.

Occupation—Trades, tools, productions, commodities, etc.

Place and Direction—The pupils to be led to notice and describe the relative position of objects in the school-room.

DRAWING AND WRITING—Simple lessons in drawing from copies or objects.

Slate-writing—Words and short sentences to be written from dictation; capitals to be used.

Pen-writing—The small letters in the order of their simplicity, also simple words. Each child to be taught to write its name, with its age and the date.

FIRST GRADE.

READING—Lessons of the grade of the last half of a Second Reader. The expression to be natural. The pupils to state in their own language the subject-matter of the lesson.

Punctuation—Reviewed.

Elementary Sounds—Words to be analyzed by sounds; the names of sounds given; faults of enunciation corrected.

Definitions—The meaning of words to be given, chiefly by their use in phrases or short sentences, oral or written.

Spelling—Words of the reading lessons; also familiar words and short sentences from dictation, orally, and by writing on slates.

ARITHMETIC—*Addition and subtraction* reviewed; *multiplication* extended to multipliers of four figures; *division*, both long and short forms, with divisors from 2 to 25. Practical examples to be given in each of the rules.

Mental Arithmetic—Division; also reviews in each of the rules, with practical examples.

Oral Drills continued.

Roman Numbers—Reviewed.

Division Table—Taught in connection with a review of the multiplication table.

Common Tables—Review those of the Second Grade, and add Long, Cloth, and Surface measure ; also a miscellaneous table.

OBJECT LESSONS—Review and continue the topics of the Second Grade. The shapes of objects to be compared, and their resemblances and differences stated.

Descriptions of Objects—Objects to be described by their shape, color, and obvious qualities.

Properties of Objects—The properties which distinguish minerals, vegetables, and animals, to be illustrated.

Human Body—Review the lessons of the previous grades, and add structure and uses of the skin, food, etc.

Animals—Their habits, and the adaptation of their structures to their habits ; also a simple classification of common animals by their structure, as animals with hoofs, claws, webbed feet, etc.

Occupations—Exercises to give the pupils habits of observing and describing common productions, commodities, etc. ; also to give them ideas of the exchange and sale of these.

GEOGRAPHY—*First*, teach the points of the compass ; then the location and direction of the most prominent objects near the school, and of the principal places in the city and its vicinity.

Second—The definitions relating to the forms of land and water, from cards, black-board, and outline maps.

Third—The name of the city, state, and country in which the pupils live, and of the places in the vicinity of the city, with the location of the country shown on a globe and upon outline maps. Teach the shape of the earth, and the location of the principal countries of the world by means of a globe and hemisphere maps, and by associations with their most familiar animals, productions, and inhabitants; also the location of the warm and of the cold countries.

DRAWING AND WRITING—Drawing continued as in the Second Grade.

Slate-writing—Continued with the use of capitals, period, hyphen, and question-mark. Writing sentences from dictation.

Pen-writing—Writing in books, from copies. The name of the pupil, and the date to be written on the last line of each page as it is completed.

GENERAL DIRECTIONS RELATIVE TO INSTRUCTION IN THE SEVERAL GRADES OF THE PRIMARY COURSE.

MANNERS AND MORALS—Such instruction should be given daily to the children of all the grades as will foster a spirit of kindness and courtesy toward each other, a feeling of respect toward parent and teacher, and a love of cleanliness, order, law, and truth. The reading lessons and the ordinary incidents of the school-room may be made the means of inculcating the great moral truths common to all well-ordered minds.

Children learn to love and practice kindness, neatness, truthfulness, and politeness by observing these traits in those around

them. It is, therefore, exceedingly important that the teacher should present living illustrations of these qualities, by her own conduct before the pupils, during all her intercourse with the class.

Social relations, the dependence of each individual upon his neighbor—the necessity of labor—the benefits of society and government, should be illustrated and taught by means of easy and familiar lessons suited to the age and capacity of the children. As the development of the moral nature is of greater importance to the welfare of the individual and the community than any other part of education, no opportunity should be omitted for training children in such habits as will cause them to grow up truthful, honest, self-governing, and law-abiding citizens.

PHYSICAL TRAINING—The pupils should be exercised daily in such a manner as to expand the lungs, develop the muscles, and impart an easy and graceful carriage to the body. Calisthenic exercises, to the utmost practical extent, should be employed for the attainment of these objects.

VOCAL MUSIC—Instruction in vocal music shall be given to the pupils in every grade.

SIZE OF CLASS—No class shall contain more than seventy-five pupils.

TIME DEVOTED TO RECITATION, STUDY, ETC.—No class in the Primary Course should be required to spend more than half an hour, at one time, upon the same exercise.

Writing and Drawing—Writing on slates shall be made a

daily exercise. An exercise in writing with the pen shall be given twice a week, in the grades where it is prescribed. A lesson in drawing shall be given at least once each week, in all the classes.

Use of Pencils and Pens—The pupils shall not be allowed to write with short pencils. Particular care must be taken as to the methods of holding both pencil and pen, also to the position of the body while writing.

Study at Home—The classes of the first and second grades may be assigned a short lesson each day for study out of school; but such lesson shall not be so long as to require a child of ordinary capacity more than half an hour to learn it. The chief object of these lessons should be to train children in habits of study and self-reliance.

No books shall be taken home, nor lessons given to be studied after school hours in any class below the second grade.

IN PRIMARY SCHOOLS, NO LESSONS TO BE STUDIED AFTER SCHOOL HOURS.

In the Primary Schools, no lessons shall be given the pupils to be studied after school hours, nor shall any text-book be taken from the schools, except by the pupils of the first and second grades.

PROMOTIONS FROM PRIMARY SCHOOLS, HOW AND WHEN MADE.

Promotions shall be made from the Primary to the Grammar Schools, semi-annually, and not oftener, except by the written

permission of the City Superintendent ; and no pupils shall be promoted from any Primary School, unless examined in all the studies prescribed for the First Grade of the Course of Instruction for Primary Schools, and found qualified by the Principal of the Department into which the promotion is to be made ; and when so found qualified, such pupils shall be promoted without delay. Pupils may be transferred from the Primary to the Grammar Schools before completing the first Primary School Grade, with the consent of the Committee on Course of Study and School Books, and on the recommendation of the City Superintendent, to whom application may be made by the Trustees in any ward, showing that said transfer is necessary in order to relieve the crowded condition of any Primary School, and to supply vacancies in the classes of the Grammar Schools. Pupils thus transferred to any Grammar School shall, however, be taught in the Primary Grade until regularly promoted from the same, but may be counted as a part of the regular attendance of the Grammar School.

COURSE OF INSTRUCTION

IN THE

GERMAN LANGUAGE.

THE following shall be the course of instruction in the German language, to be pursued in connection with the several grades of the Grammar School course, in the schools in which the study of said language may be introduced ; and whenever said course shall be pursued, such additional time shall be given to each grade as may be required to enable the pupils thoroughly to complete the progress prescribed for that grade.

SEVENTH AND EIGHTH GRADES.

The Alphabet, both printed and script, with simple exercises in reading and writing, by dictation and by copying.

Oral translation of simple sentences in German and English, including subjects and predicates of various forms, with instruction in the use of the *article*, and the *present tense* of *regular verbs*, and of the verb *sein*.

Colloquial exercises, in the same.

SIXTH GRADE.

Reading and writing, by dictation and copying, continued ; *oral and written translation* of simple sentences in German and English, including subject, predicate, object, and simple adjuncts, with instruction in the *gender, number and case* of *nouns* and *pronouns*, the present and past tense of regular verbs, and of the verbs *sein* and *haben*.

Colloquial exercises, by the use of familiar sentences.

FIFTH GRADE.

Reading and writing continued, as in the preceding grades :

Oral and written translation of simple sentences in German and English, including phrases and the use of the preposition ; also of easy compound sentences, with instruction in the declension and comparison of adjectives, the declension of pronouns, and the conjugation of the indicative mood of regular verbs, and of the verbs *sein* and *haben*.

Colloquial exercises, adapted to the progress of the pupil.

FOURTH GRADE.

Reading and writing continued as before.

Oral and written translation of simple and compound sentences in English and German, affording practice in the case of nouns and pronouns, the tenses of the indicative and imperative moods of regular verbs in both voices, and the use of adjectives and adverbs, with instruction in Grammar, as applicable to such sentences.

Colloquial exercises on the same.

THIRD GRADE.

Reading from a German reader, with translation into English ; *writing*, by copying and dictation.

Oral and *written translation* of sentences, in German and English, affording practice in the regular verbs (indicative mood), with instruction in grammar continued.

Colloquial exercises.

SECOND GRADE.

Reading and *translation* from the German reader continued ; *memorizing* and *recitation* of select passages ; *writing*, by dictation and copying, continued ; *oral* and *written translation* of sentences, in German and English, affording practice in the subjunctive mood of regular and irregular verbs ; *grammar* continued ; German composition commenced.

Colloquial exercises in all the topics of the previous grades.

FIRST GRADE.

Reading and *translation* of select passages ; elocution, *oral* and *written translation* of miscellaneous passages in German and English ; the *grammar* completed and reviewed ; *German Composition* continued, including epistolary and business forms.

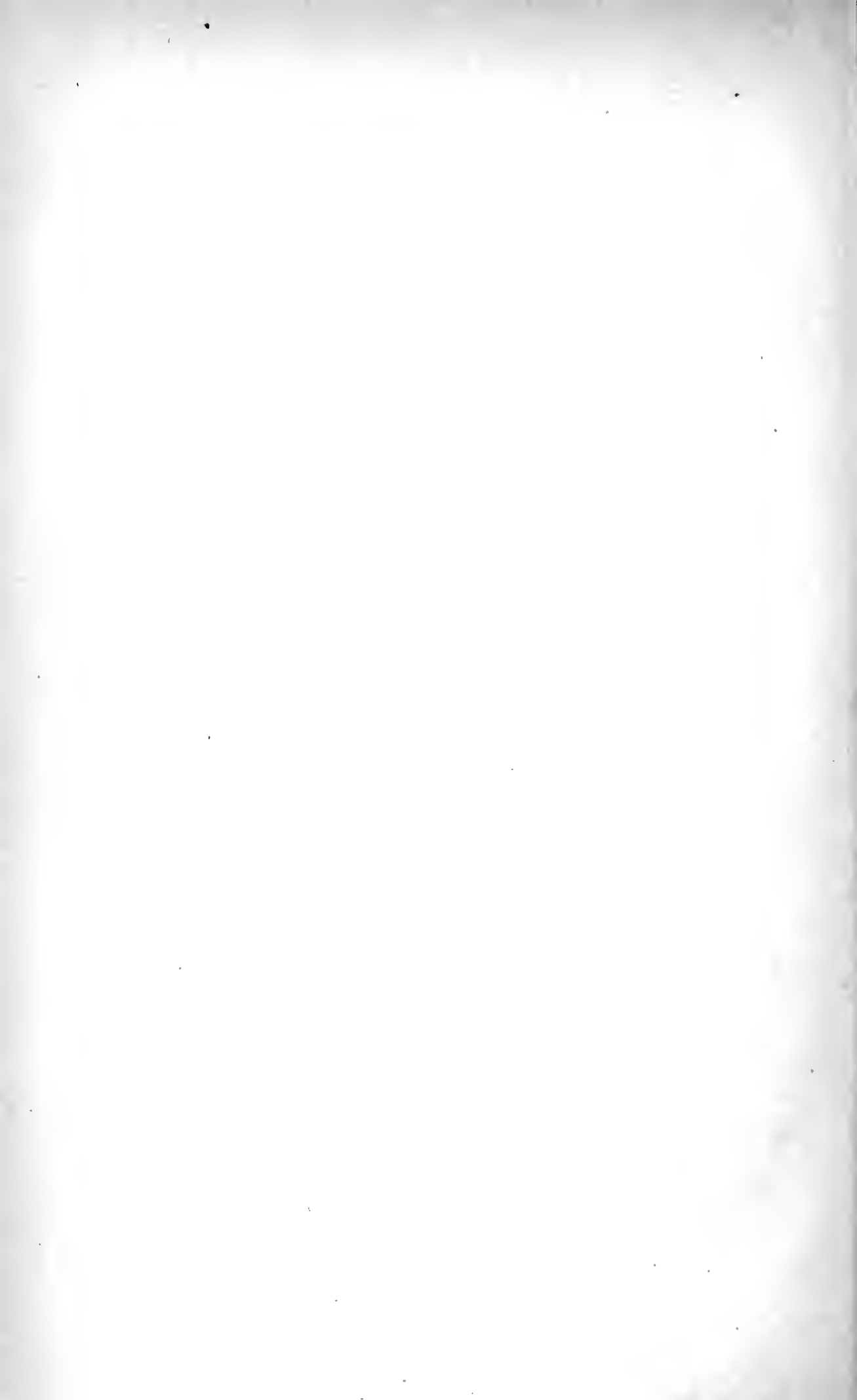
Colloquial exercises and conversations on promiscuous topics.



REPORT

OF THE

Superintendent of School Buildings.



REPORT.

OFFICE OF THE SUPERINTENDENT OF SCHOOL BUILDINGS, }
NEW YORK, December 31, 1873. }

To the Board of Education :

GENTLEMEN—During the year just closing there has been comparatively little done in connection with new school buildings.

The new buildings for Primary Schools Nos. 1 and 4 have been completed, and are now occupied and in successful operation.

The new buildings for the Normal College are also completed, but the grading of the streets is not yet finished, leaving the surroundings of the College buildings in an unsatisfactory condition.

The sessions of the College were commenced in the new buildings on the first Monday in September, immediately after the summer vacation ; the building was formally dedicated on the 29th of October.

The building for the Model School is not yet completed ; ef-

forts are being made to have it ready for occupancy by the first of May next.

There have been no new school buildings commenced during the past year ; it is probable, however, that there will be several erected next year, as many of the schools in certain sections of the city are crowded to such an extent that additional accommodation must be provided to satisfy the wants of such sections.

At the stated session of the Board held on the 11th of June, 1873, the following was submitted, and referred to the Committee on Buildings :

“ As required by the By-Laws, an examination has been made of the ‘buildings under the control of’ this Board in reference to their safety, general condition as to repairs, and the necessity of alterations or improvements.’

“ With the exception of four buildings that were erected within the past two years, all need more or less repairs to make them what they should be.

“ The plastered walls and ceilings have not been painted or whitewashed in several years—the entire buildings becoming thereby dingy and unattractive.

“ In regard to the condition of the buildings as to repairs, etc., it is hardly possible to give a statement in detail.

“ An examination of the roofs has been made, and of the whole number the roofs of twenty-four Grammar Schools and of fifteen

Primary Schools were found to be in good order. The roofs of thirty-two Grammar Schools and of Twelve Primary Schools require repairs and painting.

“The repairs of roofs should be done as soon as may be convenient ; the painting might properly be left until September.

“The outside wood-work of twenty-seven Grammar Schools and of thirteen Primary Schools should be painted.

“The entire inside wood-work of eleven Grammar Schools and of four Primary Schools should be painted.

The window frames, trimmings and blinds of six Grammar Schools and of four Primary Schools need painting.

“The ceilings of all the Grammar and Primary Schools should be whitewashed, and in many schools extensive repairs of plastering is necessary.

“The play-room floors of several buildings are worn out and need renewal.

“The water-closets of many of the schools require special repairs, cleansing and painting.

“Several of the small primaries should have present stairways extended.

“The building occupied by Primary School No. 34 should be entirely remodeled.

“Circulars were sent, by consent of the Committee on Finance, requesting the Boards of School Trustees of the various Wards to prepare statements of what they considered necessary to have done to the school buildings in their Wards during vacation.

“The Trustees have sent in their lists of wants, which have been prepared, to be presented at your meeting this day.”

The above, together with the “list of wants” sent in by the Trustees of the several Wards, were carefully considered by the Committee, who reported at the meeting on the second of July that the fund reported by the Finance Committee as being at the disposal of the Board for repairs, etc., would not be sufficient to meet all the “wants” of the Trustees, nor to do full justice to the buildings, but that, by a careful and judicious appropriation of the funds, a decided improvement might be made.

Specifications for Repairs and Painting of Buildings, Repairs of Furniture, Repairs and Cleaning of Heating Apparatus, were prepared for 56 Grammar Schools and 38 Primary Schools—94 buildings in all; the specifications for repairs and painting alone making a volume of 233 printed pages, of the size of this Report; advertisements were published in the daily papers until the 16th of July, soliciting proposals for the various portions of the work.

Every building used for public school purposes in this city was improved in a tolerably satisfactory manner, from thorough cleaning to entire remodeling, and ranging in cost from two hundred to five thousand dollars per building.

The total cost of repairs, etc., done under the specifications, was about \$200,000.

The above includes all that is considered necessary to be inserted in the Annual Report. The usual routine business of examining and approving bills, attention to ordinary repairs, etc., etc., being the same each year, it is thought needless to occupy space with such details.

From observation, and from the expressed opinions of others, there seems to be no risk in saying that at the close of this year the school buildings are in much better condition than in many years past.

Respectfully submitted,

DAVID I. STAGG,

Superintendent of School Buildings.



ANNUAL REPORT

OF THE

TRUSTEES

OF THE

College of the City of New York

FOR THE

YEAR ENDING JULY 1, 1873.

REPORT.

To the Regents of the University of the State of New York :

THE Trustees of the College of the City of New York submit the following Report for the Collegiate year ending on the 26th day of June, 1873, containing a just and true statement of facts, showing the progress and condition of the College during and at the close of the year, in respect to the several subject-matters following, viz :

I.—TRUSTEES.

The following is a list of the Trustees of the College, with their respective places of residence, who held office to the 31st day of March, 1873, when their term of office expired pursuant to the provisions of Chap. 112, Laws of 1873.

Bernard Smyth, <i>Chairman</i>	No. 8 East Sixty-fifth street.
Samuel A. Lewis.....	No. 314 West Fourteenth street.
Timothy Brennan.....	No. 94 White street.
William E. Duryea.....	No. 126 East Twenty-sixth street.
William Wood.....	No. 4 West Eighteenth street.
*Hooper C. Van Vorst.....	No. 10 West Forty-ninth street.
Nathaniel Sands.....	No. 220 East Seventeenth street.
Magnus Gross.....	No. 311 Third street.

*Hon. Hooper C. Van Vorst, resigned Nov. 26th, 1872. Rufus G. Beardslee, Esq., appointed Nov. 15th, 1872.

*Lorin Ingersoll.....No. 105 East Twenty-first street.
 †Enoch L. Fancher.....No. 141 Madison avenue.
 Edward O. Jenkins.....No. 137 West Forty-fourth street.
 Nathaniel Jarvis, Jr.....No. 124 West Twenty-third street.
 Alexander S. Webb.....No. 12 Lexington avenue.
 Lawrence D. Kiernan, *Secretary of Board of Trustees*,...No. 230 East 35th street.

When the following were appointed in pursuance of the provisions of said act, as Trustees in their place :

William H. Neilson, *President*.....No. 142 Madison avenue.
 Eugene KellyNo. 43 West Fifty-first street.
 Robert Hoe.....No. 111 East Sixteenth street.
 James W. FarrNo. 11 St. Luke's place.
 Andrew J. Mathewson.....No. 647 Hudson street.
 Albert Klamroth.....No. 64 St. Mark's place.
 James M. Halsted....No. 18 West Seventeenth street.
 Rufus G. Beardslee.....No. 47 West Fifty-fifth street.
 Jacob D. Vermilye.....No. 258 Fourth avenue.
 John C. Brown.....No. 36 East Thirty-seventh street.
 Henry P. West.....No. 155 Grand street.
 Ferdinand Traud.....No. 228 East Forty-eighth street.
 David Wetmore.....No. 119 Lexington avenue.
 †James Cushing, Jr.....No. 126 West Forty-fourth street.
 William Dowd.....No. 168 West Twenty-second street.
 Samuel P. Patterson.....No. 61 Third street.
 Joseph Seligman.....No. 26 West Thirty-fourth street.
 Charles V. Lewis.....No. 71 Hudson street.
 Albon P. Man.....No. 106 East Thirtieth street.
 Randolph W. Townsend.....No. 18 East Seventy-third street.
 Edward O. Jenkins...No. 137 West Forty-fourth street.
 Alexander S. Webb.....No. 15 Lexington avenue.
 Lawrence D. Kiernan, *Secretary of Board of Trustees*, No. 230 East 35th street.

* Lorin Ingersoll, Esq., resigned Nov. 12th, 1872. Hon. Smith Ely, Jr., appointed Nov. 15th, 1872.

† Hon. E. L. Fancher, resigned Sept. 25th, 1872. Josiah Gilbert Holland, LL.D., was appointed to fill the vacancy, October, 1st, 1872.

‡ Died on the 15th of July, 1873. David F. Baker, No. 138 West Forty-fourth street, appointed to fill vacancy.

During the collegiate year the Board of Trustees held ten stated and four special meetings, duly convened, for the transaction of business.

II.—NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

The Professorships in the College during the past year were the following :

1. A Professor of Philosophy.
2. A Professor of English Language and Literature.
3. A Professor of Latin Language and Literature.
4. A Professor of Greek Language and Literature.
5. A Professor of French Language and Literature.
6. A Professor of German Language and Literature.
7. A Professor of Spanish Language and Literature.
8. A Professor of History and Belles-Lettres.
9. A Professor of Mathematics.
10. A Professor of Mechanics, Astronomy and Engineering.
11. A Professor of Chemistry and Physics.
12. A Professor of Natural History, Physiology and Hygiene.
13. A Professor of Descriptive Geometry and Drawing.

III.—FACULTY, AND OTHER OFFICERS.

The Faculty of the College consisted of the President and fourteen Professors ; the other persons charged with the duty of giving instruction during the year were seventeen Tutors, four Fellows and one Special Instructor in Elocution.

The following list shows the names of all persons employed in the College during the year, and the salaries paid to each of them :

Alexander Stewart Webb, LL. D., President.....	\$5,750 00
Jean Roemer, LL. D., Vice-President and Professor of French Language and Literature.....	5,250 00
Augustin José Morales, LL. D., Professor of Spanish Language and Literature.....	4,750 00
Gerardus Beekman Docharty, LL. D., Professor of Mathematics, and Secretary of the Faculty...	4,750 00
Charles Edward Anthon, LL. D., Professor of History and Belles-Lettres.....	4,750 00
John Graeff Barton, LL. D., Professor of English Language and Literature.....	4,750 00
Robert Ogden Doremus, M. D., Professor of Chemistry and Physics.	4,750 00
Hermann J. A. Koerner, Ph. D., Professor of Descriptive Geometry and Drawing.....	4,750 00
Adolph Werner, M. S., Professor of German Language and Literature.	4,750 00
John Christopher Draper, M. D., LL. D., Professor of Natural History and Physiology.....	4,750 00
Alfred George Compton, A. M., Professor of Mechanics, Astronomy and Engineering.....	4,750 00
George Washington Huntsman, A. M., Professor of Philosophy.....	4,750 00
Charles G. Herbermann, Ph. D., Professor of Latin Language and Literature.....	4,750 00
Jesse A. Spencer, S. T. D., Professor of Greek Language and Literature.....	4,750 00
David B. Scott, A. M., Professor.....	3,750 00
“ “ Principal of Introductory Department.....	1,000 00
Benjamin Arad Sheldon, A. M., Tutor in Mathematics.	2,500 00
Casimir Fabregou, Tutor in French.....	2,500 00
James Godwin, A. M., Tutor.....	2,500 00
Solomon Woolf, A. M., Tutor.....	2,500 00
James Knox, A. M., LL. B., Tutor.....	2,500 00
Fitzgerald Tisdall, Jr., A. M., Tutor.....	2,500 00
James Edward Morrison, A. M., LL. B., Tutor in History and Belles-Lettres.....	2,500 00
Charles Roberts, Jr., A. M., LL. B., Tutor.....	2,500 00
Ernest Fiston, A. M., Tutor in French.....	2,500 00

William Stratford, A.M., M. D., Ph. D., Tutor....	\$2,500 00
“ “ “ “ Secretary to the President...	500 00
Eustace Whipple Fisher, A. M., M. D., Tutor in English.....	2,500 00
Edward Ellice Burnet, A. M., Tutor in English.....	2,500 00
John R. Sim, A. B., Tutor... ..	1,200 00
William G. McGuckin, A. B., Tutor.....	1,200 00
Charles A. Walworth, LL. B., Tutor in Book-keeping, Phonography, &c.....	2,500 00
Hugo R. Hutten, Tutor in German.....	2,500 00
Arthur Beach, A. B., Fellow.....	500 00
Adolphus H. Stoiber, A. B., Fellow.....	500 00
John B. McMaster, A. B., Fellow.....	500 00
Emanuel Hoehheimer, A. B., B. S., Fellow.....	500 00
Joseph E. Frobisher, Special Instructor in Elocution.....	2,000 00
Asa W. Wilkinson, Assistant to the Professor in Chemistry.....	2,500 00
John T. Cuming, Librarian and Registrar.....	3,750 00
Francis A. Reicard, Assistant in the Repository.....	1,000 00
Charles Wolfe, College Mechanician.....	1,500 00
John Bonney, Janitor.....	1,200 00
Dennis Leavy, Janitor and Engineer.....	1,200 00
Laboratory Boy.....	240 00

IV.—NUMBER OF STUDENTS.

The whole number of students, undergraduates in said College, during the said year, was :

Whole number in the Introductory Department.....	558
“ “ “ four Collegiate Classes... ..	342
Left or dismissed from Introductory Department, for various reasons..	253
“ “ “ the four Collegiate Classes, for various reasons..	97
Graduated June 26, 1873.....	31

During the collegiate year leave of absence was granted to twenty-eight students on the ground of ill health.

V.—CLASSIFICATION OF STUDENTS FOR ENSUING YEAR.

1. In the Senior Class.....	39
2. In the Junior Class.....	47
3. In the Sophomore Class.....	93
4. In the Freshman Class.....	154
5. In the Introductory Department, Collegiate Course.....	280
“ “ “ Commercial Course.....	312
<hr/>	
Total.....	925

VI.—ACADEMIC DEGREES.

The following are the names of those who received Academic Degrees at the last Commencement :

BACHELORS OF ARTS.

Albert Bach,	Lynds Eugene Jones,
John Sherman Battell,	Henry Leipziger,
Edward Martin Colie,	Frederick Augustus Lyons,
Charles Prosper Fagnani,	Henry Muhlfeld,
Christopher Gregory,	Herman Joseph Müller,
Welcome Smith Jarvis,	John Murray,
Edwin F. B. Jennings,	Isaac Oppenheimer,

BACHELORS OF SCIENCES.

Louis Adler,	Benno Lewinson,
William Sylvester Church,	Herman Joseph Müller,
Knight Leffingwell Clapp,	John Murray,
David Henry Davidson,	Isaac Oppenheimer,
Charles Prosper Fagnani,	Wenzel Albert Raboch,
Charles Willis Fisher,	Louis Henry Rullman,
William Friedberg,	Abraham Salomon,
Francis Huber,	Michael E. v. Schoening,
George Martin Huss,	Henry Neville Tift,
Solomon Kohn,	John Augustus Walther,
Henry Leipziger,	Edward Marshall Wray.

MASTERS OF ARTS.

THOMAS HERRING BURCHARD, A. B., M. D.

THOMAS K. CRUSE, A. B., M. D.

CERTIFICATES OF FELLOWSHIP.

ARTHUR BEACH, A. B.

ADOLPHUS HENRY STOIBER. A. B.

VII.—COLLEGE TERMS AND SESSIONS.

There were two College Terms. The first term began on the third Wednesday of September, and ended on the thirty-first of January. The second term began on the third of February, and ended on the twenty-sixth of June.

VIII.—SUBJECT AND COURSE OF STUDIES.

There are two courses, Ancient and Modern, differing only in the languages studied. The following are the subjects studied in each year :

INTRODUCTORY STUDENTS.

During the Collegiate year the introductory students who pursued the Ancient Course studied Harkness' Latin Grammar (through Syntax), and parts of four books of Cæsar's Commentaries, with several exercises in Latin Prose Composition; Docharty's Algebra and Geometry; Linear Drawing; Elementary Chemistry and Physics (by lectures); Natural History, Anatomy and Physiology; Outlines of Universal and English Grammar and English Prosody with Applications.

Those who pursued the Modern Course studied, instead of

Latin, Vannier's Spelling and Pronunciation, Robertson's Grammar, and portions of Roemer's Polyglot and Elementary Readers.

The Commercial Students pursued French as above, or German through Ahn's Method, Part I., Penmanship, Book-keeping, Elementary Phonography, Commercial Arithmetic, Geometry and English as above, for one term.

FRESHMAN CLASS.

The studies of this class were Sallust's Cataline, Cicero's Oration for the Manilian Law, Latin Grammar, Prosody and Versification, Greek Praxis and Grammar, and translations from the Jests of Hierocles, Dialogues of Lucian and Æsop's Fables; Outlines of Universal History; Geometry, Plane Trigonometry and Mensuration; Descriptive Geometry, Shades, Shadows and Perspective; Anatomy, Physiology, Hygiene, Botany and Zoology; Fowler's English Grammar and Shaw and Tuckerman's American Literature.

The Modern Course students, instead of Latin and Greek, studied in French, French Grammar, and translations from Roemer's Second French Reader; a portion of them in Spanish, Spanish Grammar, and translations from Iriarte's Fables, and a portion of them in German, Glaubensklees Grammar and Reader.

SOPHOMORE CLASS.

In this class the studies were Virgil's *Æneid* and Livy; Xenophon's *Anabasis* and *Memorabilia*; Rhetoric; Outlines of Universal History; English Synonyms; English Literature; Differential

and Integral Calculus; Physics, Drawing, Logic, and Moral Science.

The Modern Course students, instead of Latin and Greek, studied, in French, translations from French Reader, Moliere's *Bourgeois Gentilhomme*, *Les Femmes Savantes*, Racine's *Esther*, Erckmann-Chatrian's *Conserit*, translations from English into French; a portion of them in Spanish, translations from Quintana, Moratin, and Ascargorta; a portion in German, Glaubens-*klee's* Grammar and Reader.

JUNIOR CLASS.

In this class the studies were Tacitus and Horace's Odes. Homer's *Iliad* and Demosthenes' Oration, with Greek Prose Compositions, Intellectual Philosophy, Logic, Universal Literature, English Grammar and Literature, Differential and Integral Calculus, Acoustics, Optics, Physics and Zoology.

The students of the Modern Course, instead of Latin and Greek, studied in Spanish, Moratin's Comedies, *Don Quixote*, Spanish Grammar, and translations from English into Spanish.

SENIOR CLASS.

The students of the Ancient Course take either French, Spanish, or German, as they may elect, during their Senior year, and study, in addition, Thucydides, Plato, *Œdipus Tyrannus*, Butler's *Analogy*, *Metaphysics*, *Political Economy*, Constitution of the United States, *International Law*, *Spherical Astronomy*, *History of Universal Literature*, *Analytical Mechanics*, *Stereotomy*, *Chemistry*, *Geology* and *Lectures on Æsthetics*.

The students of the Modern Course, who chose Latin, studied Harkness' Latin Grammar, and selections from Cæsar, Sallust, Cicero, and Virgil.

The students of the Ancient Course who selected French studied Robertson's French Grammar, and Roemer's First and Second French Readers.

Those who chose Spanish studied Spanish Grammar and Reading, Don Quixote, and Moratin's Comedies.

Those who chose German studied Whitney's Grammar, Whitney's Reader, and Wallenstein.

The students of the Modern Course studied Oltrogge's Reader, Wallenstein, and Whitney's Grammar.

IX.—EXERCISES.

The students of the collegiate classes have regular exercises in composition and oratory. The public exhibitions are four in number: the Junior Exhibition, consisting of original orations by members of the Junior Class; the Prize Speaking, consisting of declamations of selected pieces by three members of each of the three highest classes; the Prize Debate, by members of the two Literary Societies; and the Commencement.

X.—EXAMINATIONS.

There are two examinations—one at the close of the first term, and the other at the close of the year. The examinations are partly oral and partly written.

XI.—MODE OF INSTRUCTION.

Text-books are used in all departments except that of Drawing and the Fine Arts, in which the instruction is by lectures and models. In most of the departments lectures are delivered in addition to the lessons learned from the books.

XII.—DISCIPLINE.

Ordinary negligence and misbehavior are punished by demerit marks, which lower a student's standing in his class at the end of the term. In some cases students are reprimanded by the President, or by the President before the Faculty, and may be suspended or dismissed.

XIII.—STATUTES OR BY-LAWS.

A copy is transmitted with this report.

XIV.—DESCRIPTION AND VALUE OF COLLEGE BUILDINGS.

The building devoted to the use of the four upper classes of the College contains twenty recitation rooms, two lecture rooms, two drawing rooms, one chapel, one library, one laboratory, two offices for the President, apartments for the Janitor, and several store rooms. The value of the building and grounds is estimated at \$150,000.

The building used by the introductory class contains eleven recitation rooms, an assembly room, a room and office for the Principal, and store-rooms in the basement. The value of the building and furniture is \$40,000.

The library contains twenty-two thousand volumes of valuable and well-selected works; the estimated value is placed at about \$60,000.

The repository contains nine thousand five hundred text-books. Estimated value, \$16,000.

LABORATORY.

The laboratory is provided with the necessary apparatus of glass and porcelain, and with such chemical preparations as may be required by the professor having charge of the department.

The collection of apparatus illustrating the principles of mathematical, physical and mechanical science is estimated at about \$19,500, and the cabinet of Natural History at \$3,000.

The architectural models and casts from the antique used by the Drawing Department are estimated at \$3,000.

Summary of Estimated Values.

Buildings and ground.....	\$190,000
Library.....	60,000
Apparatus of all kinds.....	19,500
Cabinet of Natural History, Models, etc.....	3,000
Casts, Models, etc., in Art Department	3,000
Total.....	<u><u>\$275,500</u></u>

XV.—DESCRIPTION AND VALUE OF OTHER COLLEGE PROPERTY.

Holbrook Library Fund.....	\$5,000
Grosvenor Library Fund, see account No. 16.....	30,000
Pell Medal Fund.....	500
Burr Medal Fund.....	500
Cromwell Medal Fund... ..	500
Riggs Medal Fund.....	1,000
Ward Medal Fund (a mortgage for).....	1,000
Kelly Medal Fund (bond for).	1,000
Claflin Medal Fund.....	1,250
	<u>\$40,750</u>

XVI.—REVENUES AND EXPENDITURES.

Revenues and Expenditures of the College of the City of New York, for the year ending the 1st day of July, 1873.

RECEIPTS.

Balance on hand per last report.....	\$28,532 25
Deposits by the Comptroller with the Chamberlain to the credit of the Trustees, for the purposes of the College :	
Sept. 12, 1872.....	\$35,000 00
Dec. 20, 1872.....	15,000 00
Feb. 3, 1873.....	25,000 00
June 25, 1873, sundry warrants cancelled by the Board	546 25
	<u>75,546 25</u>
Total Cash Receipts	\$104,078 50
Amount of claims sent to the Comptroller for payment from April 5, 1873, to date, as required by Act of Legislature passed April 30, 1873.....	58,875 00
Total Receipts.....	<u>\$162,953 50</u>

PAYMENTS.

Salaries of Faculty and Employees.....	\$89,845 40
Scientific Apparatus, Chemicals, etc.....	357 87
Repairs of Buildings, Furniture, etc.....	1,222 98
Books and Supplies for Students.....	5,143 57
Incidentals, Printing, Commencement Expenses, Fuel, Gas, Ad- vertising, Cleaning Building, Premium on Insurance, etc.....	7,313 32
Total Payments from cash receipts.....	\$103,883 14
Pay-rolls and bills sent the Comptroller for payment for the fol- lowing accounts, viz.:	
Salaries of Professors and others.....	\$56,770 68
Expense Account, Printing, Gas, Fuel, Advertising, etc.....	673 50
Books and Supplies for Students	113 50
Scientific Apparatus and Chemicals for Students.....	57 10
Repairs to Buildings and Furniture.....	1,260 22
Total sent Comptroller.....	58,875 00
Total Expenditures.....	\$162,758 14
Balance cash on hand.....	195 36
July 1, 1873.	\$162,953 50

*Receipts and Expenditures of the Grosvenor Fund for the year
ending the 1st day of July, 1873.*

RECEIPTS.

Balance on hand July 1, 1872.....	\$345 15
Interest on bonds and mortgages... ..	650 00
Interest on bonds of the United States to January 1, 1873, and the premium on gold interest.....	954 97
Interest on deposits in Trust Company.....	99 03
Proceeds of \$14,000 U. S. Bonds sold by order of the Board of Trustees.....	16,003 75
Bond and mortgage of Ed. North, paid.....	6,000 00
Bond and mortgage of Thomas Nolan, paid.....	2,500 00
Total receipts.....	\$26,552 90

PAYMENTS.

Bond and mortgage by H. & T. O'Callaghan.....	\$15,000 00	
Bond and mortgage by Charles Ely.....	7,000 00	
Books purchased for Library of the College.....	1,251 79	
		<hr/>
Total payments.....	23,251 79	
		<hr/>
Balance in Union Trust Company.....	\$3,301 11	
July 1, 1873.		

Statement of the Grosvenor Fund, bequeathed by Seth Grosvenor, deceased, the interest on which is to be applied for the purchase of library books.

Cash on deposit in Union Trust Company.....	\$500 00
Bond and mortgage of J. Jennings and J. Brower, interest at 7 per cent.....	2,500 00
Bond and mortgage of J. R. Brady, interest 6 per cent.....	5,000 00
Bond and mortgage of H. & T. O'Callaghan, interest 7 per cent...	15,000 00
Bond and mortgage of Charles Ely, interest 7 per cent.....	7,000 00
	<hr/>
	\$30,000 00

NEW YORK, July 1, 1873.

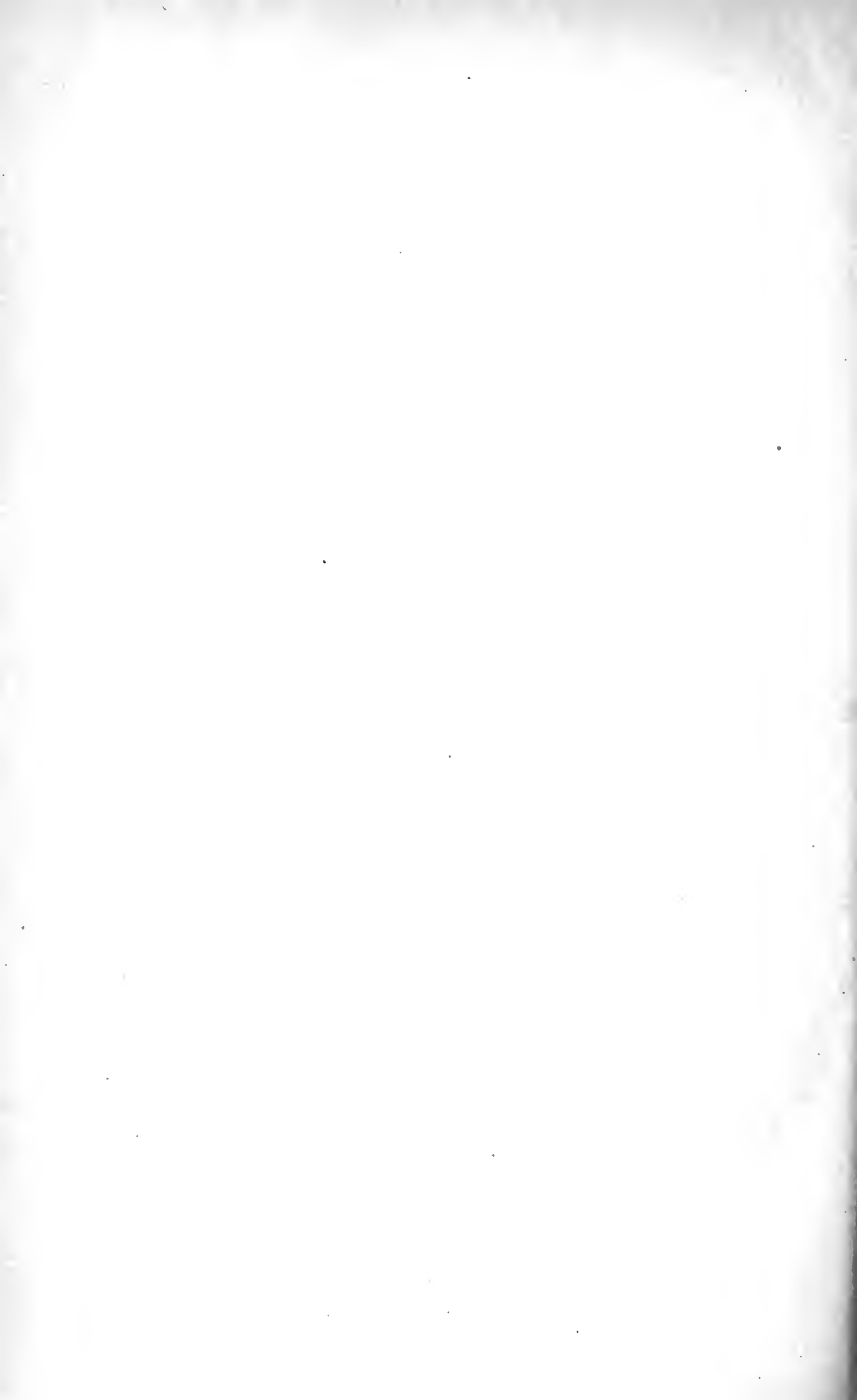
At a meeting of the Board of Trustees of the College of the City of New York, held November 12, 1873, it was ordered that the foregoing report be properly authenticated by the Chairman and Secretary of the Board, under the seal of the College, and transmitted to the Board of Regents of the University of the State of New York.

WILLIAM H. NEILSON,

Chairman of the Board of Trustees.

L. D. KIERNAN,

Secretary.



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Annual report of.
32(1873.)

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